Problem Solving Units for the Hospitality Industry

Volume 1: COMMUNICATION SKILLS

A project of the Australian Committee on TAFE Curriculum.

Edited by:
Peter Thomson
Jennifer Turker

ADELAIDE 1990
Problem Solving Units for the Hospitality Industry

Volume 1: Communication Skills

A learning resource containing exercises to develop communication skills for students and trainees in the hospitality industry.

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This package is a result of work carried out by the TAFE National Centre for Research and Development during 1988-1990 for the Australian Committee on TAFE Curriculum.

The package which is published in 2 volumes contains:

- manual for users of the skills units which includes details of the theoretical framework for the units, and
- 8 skills units containing 95 tasks. These 8 skills units are published in 2 volumes:
  
  **Volume 1: Communication Skills (Skills Units 1-6)**
  
  **Volume 2: Occupational Health & Safety (Skills Units 7-8)**

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Our thanks to Penelope Curtin for proof-reading the final document and to Bain Middleton for artwork.
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SKILLS UNITS MANUAL:
A guide for teachers and trainers

PETER THOMSON
JENNIFER TURKER

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INTRODUCTION

This manual is written for teachers and trainers in the Hospitality Industry to explain how to use the skills units for teaching and assessment and to reinforce teaching for the transfer of problem solving skills. It is also designed to help teachers and trainers develop their own problem solving exercises.

The skills units are curriculum materials in the form of problem solving exercises which supplement the teaching of objectives in hospitality courses - particularly those objectives which deal with attitudes.

The two areas covered in these units are:

- Forms of communicating (Volume 1)
- Occupational health and safety (Volume 2).

Each of the 8 units in this resource package is subdivided into topics. Each topic is made up of tasks which require the students to solve a problem related to a course objective on which they have already received instruction.

Each unit then is made up of 4 components:

1. **Cover sheet** (printed on yellow paper) containing:
   - list of topics covered in the unit
   - list of objectives covered in each topic
   - brief notes for teachers/trainers on each task which give:
     - a description of what the students are expected to do in each task
     - list of additional materials/equipment needed (if applicable)
     - suggestions on how to further develop/adapt the tasks (if applicable).
   - list of other related units

2. **The task** (printed on white paper) which looks like this

<table>
<thead>
<tr>
<th>SKILLS UNIT 1: FACTORS AFFECTING COMMUNICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOPIC: Body Language</td>
</tr>
</tbody>
</table>

   **NAME:** __________________________
   **CLASS/GROUP:** ____________________

   **TASK:** 1.2
3. **Assessment Sheet** (printed on blue paper)

Each task is immediately followed by an assessment sheet giving suggested answers to the problems.

Responses to many tasks will be subjective therefore the answers provided should be seen as a guide. Teachers/trainers will inevitably find other acceptable answers are produced and these should be rewarded as appropriate.

The assessments are provided on separate sheets so that they can be handed out after the students have completed the task.

It has been found that useful discussion can be generated by the assessment sheets to further reinforce the learning process.

4. **Standards** (printed on yellow paper)

Standards for all the tasks are listed at the end of each unit. These standards are on a three point scale:

- credit
- pass
- not yet achieved.

These are to be used as a guide to how well the student performed. Factors to be considered when applying the standards are:

- ability level of the students;
- conditions under which the task is done;
- level of difficulty of the task.

Note: When additional answers are incorporated into the assessment sheets, a modification to the grading will usually be required.

The critical requirement when applying standards is the quality of the answers.
For example in Skills Unit 1, the relationship is as follows:
# OBJECTIVES COVERED IN THE SKILLS UNITS

## A - COMMUNICATION SKILLS (VOLUME 1)

<table>
<thead>
<tr>
<th>SKILLS UNIT 1: FACTORS AFFECTING COMMUNICATION</th>
<th>OBJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body Language</td>
<td>to identify the role played by body language in the communication process</td>
</tr>
<tr>
<td></td>
<td>to identify the most appropriate way of communicating in a given situation.</td>
</tr>
<tr>
<td>Perception</td>
<td>to explain how the selection of specific visual details can establish an image or identity and therefore affect communication</td>
</tr>
<tr>
<td>Observation Skills</td>
<td>to identify effective and ineffective observation skills</td>
</tr>
<tr>
<td>Communication Breakdown</td>
<td>to identify barriers to communication.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SKILLS UNIT 2: COMMUNICATING WITH CUSTOMERS</th>
<th>OBJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handling Complaints and Disagreements</td>
<td>to recognise effective ways to overcome customers' complaints and disagreements</td>
</tr>
<tr>
<td></td>
<td>to identify effective ways to communicate with customers</td>
</tr>
<tr>
<td>Customer Relations and Sales</td>
<td>to identify factors that influence a tourist's needs and expectations as customers</td>
</tr>
<tr>
<td></td>
<td>to identify factors imposing constraints on menu planning</td>
</tr>
<tr>
<td></td>
<td>to identify factors involved in planning a function</td>
</tr>
<tr>
<td></td>
<td>to evaluate critically the suitability of planned menus.</td>
</tr>
<tr>
<td>Selling Skills</td>
<td>to recognise the features of the language of promoting or selling a product/service</td>
</tr>
<tr>
<td></td>
<td>to produce effective responses to customers when promoting or selling a product/service</td>
</tr>
<tr>
<td></td>
<td>to demonstrate an ability to use language effectively to promote or sell a product/service</td>
</tr>
</tbody>
</table>
## SKILLS UNIT 3 : COMMUNICATING IN THE WORKPLACE

**Telephone Skills**
- to locate specific telephone numbers from domestic and commercial directories
- to identify factors that lead to effective telephone communication
- to summarise and analyse a message given over the telephone
- to demonstrate skills in using the telephone

**Requests and Orders**
- to distinguish between requests and orders as specific types or oral communication
- to identify factors involved in communicating requests and orders
- to choose language and tactics appropriate to giving requests and orders

**Instructions**
- to identify factors involved in giving instructions
- to prepare and give instructions and note feedback
- to identify the most appropriate way of communicating in a given situation

**Business Letters**
- to summarise written requests and outline actions necessary to meet requests
- to demonstrate skills in writing business letters

## SKILLS UNIT 4 : COMMUNICATING AT MEETINGS

**Language of Meetings**
- to recognise how to use language effectively to direct and control meetings

**Leadership style**
- to identify the role and responsibilities of different types of leaders

**Format of Meetings**
- to identify when different meeting styles are appropriate
- to analyse the effectiveness of a formal meeting

**Group Problem Solving Techniques**
- to appraise the usefulness of brainstorming and nominal group techniques
SKILLS UNIT 5: TALKS AND INTERVIEWS

Short Talks  . to prepare and deliver short 1 - 2 minute talks

Preparation for Interviews  . to prepare and deliver a 5 minute talk

SKILLS UNIT 6: COMPUTERS AND COMMUNICATION

Uses of Computers  . to recognise appropriate uses of computers when communicating with guests

Impact of Computers  . to recognise appropriate uses of computers in management

SKILLS UNIT 7: OCCUPATIONAL HEALTH AND SAFETY (OH&S) (VOLUME 2)

SKILLS UNIT 8: OCCUPATIONAL HEALTH AND SAFETY ISSUES

Manual Handling  . to analyse the causes of accidents involving heavy loads and to suggest prevention measures

Pollutants  . to identify factors that lead to back injury in the workplace

Emergency Procedures  . to identify procedures for dealing with compensation and rehabilitation as a result of back injury in the workplace

Background Research  . to recognise how to deal with OH&S problems caused by asbestos

Emergency Procedures  . to recognise the effects of common pollutants and stress in the workplace

Safe Working Environments  . to identify organisations/people that can give advice on OH&S issues in the workplace

To identify factors that make a work environment safe

To identify unsafe conditions in the workplace and to suggest solutions

To analyse causes of accidents in the workplace and to suggest prevention measures
to list the action to be taken in an emergency involving fire in the workplace.
TEACHING FROM THE UNITS

The teacher/trainer can choose either to

- select individual tasks that most closely relate to the objective being taught; or
- work through all the tasks for each objective.

The tasks offer the teacher/trainer practical exercises to use when teaching a certain topic. However the tasks are not to be regarded as all-encompassing. Achievement of the objective will only be accomplished by:

- presenting and teaching the topic;
- using these tasks to reinforce learning;
- developing further tasks using these tasks as a guide/model;
- referring to, and making use of the students' own experience whenever applicable/appropriate.

Sometimes, rather than being used to follow-up other teaching, a unit might be used as a starting point for learning. For example, some of the material on Handling Customer Complaints (Tasks 2.1-2.3) could provide a useful introduction to that topic. In addition, teachers will be aware that assessments in areas such as customer relations have a strong element of subjectivity since personal judgements must be made. In these units the tasks are often designed to be used in group discussion or as material for use by the whole class. There is a greater emphasis on teaching than on assessment in these cases.

Although teachers and trainers will find it possible to make some assessment of individual students when using this type of unit, their greater value will be in stimulating problem solving abilities.

It is important to note that the wording of the objectives around which a unit is based will probably not correspond exactly with the wording of objectives used by individual teachers and trainers. This is because the objectives have been selected from different Hospitality courses in an attempt to make them generally applicable around the country. Before using particular units, teachers and trainers need to assure themselves that the objectives are similar to ones from their programs.

For example, before using tasks from Skills Unit 2: Communicating with Customers it is important to recognise that at least some objectives similar to those listed on page 4 have already been taught.

Self-assessment

Another use of the units is for self-assessment. Students can do the units as individual or group exercises and then score their own performance.

This allows the units to be used as assignments and homework exercises which can enrich the teaching and learning processes.
HOW TO REINFORCE TEACHING FOR THE TRANSFER OF PROBLEM SOLVING SKILLS

The great value of teaching which is directed towards skill transfer is that it reduces the time needed to learn tasks in new, although similar situations. However, possession of a skill does not eliminate the need for training or practice when there are changes to the conditions under which that skill must be performed. When an employee moves to a new job requiring somewhat different skills, a period of training and familiarization is necessary. The amount of skill that is transferred to the new situation determines the length of that period.

In the paper describing the theoretical underpinnings of the Skills Units (reproduced as an Appendix to this manual), some of the uncertainties about skill transfer have been identified. For the purposes of this section it is sufficient to restate the principle that has guided our work: namely, the transfer of problem solving abilities from one area or discipline to another is unlikely unless teachers:

- give sufficient practice in the relevant tasks; and
- focus on, and reinforce the idea of transfer whenever they see a potential occurrence.

When teaching the skills associated with a particular objective it is also important to use different approaches to ensure that the skills being taught can be used in contexts or situations different from those in which they are first encountered.

The Skills Units, as well as providing additional practice, offer a way of avoiding the focused approach by introducing the students to new situations.

The other important role for the teacher and trainer is that of repeatedly drawing skill transfer experiences to the attention of their students. Much of this can be done in individual or group discussion sessions in which the students are asked to relate their own experiences to provide examples of problem solving relevant to the teaching situation. One good test that can show skill transfer is occurring is for the students to be able to recognise and relate examples from their personal experience. This then confirms that skills transfer has taken place.

Teachers and trainers need to give explicit instruction about the evidence of transfer whenever possible.
DEVELOPING MORE PROBLEM SOLVING EXERCISES

The package of Skills Units that has been developed covers problem solving exercises in two areas - forms of communicating and health and safety issues. The need for materials covering these areas was identified by many teachers and trainers with whom the project was discussed. However, it would be possible to expand on the topics already covered as well as writing new units to cover any area of the course.

Extending existing exercises

The extension of the package of skills units can take three forms:

1. Teachers/trainers can simply provide more of the same, for example, in Telephone Skills (Unit 3) the exercise with the phone book (Task 3.1) can be varied many times over.

2. Certain tasks will lend themselves to further development based on teaching conditions. For example, in Unit 5, Talks and Interviews, teachers/trainers can use current job advertisements from the local newspapers which relate directly to student's course of study to develop a task similar to 5.4.

3. Teachers/trainers may ask students to describe situations from their own work/life experience and use these as a basis for discussion and problem solving activities. For example, in Handling Customer Complaints (Unit 2) task 2.3 can be further developed by asking students to describe any incidents of customer discomfort they have experienced and then asking the class/group to suggest ways of dealing with the incident.

New exercises

The number of new exercises that can be written is only limited by the ingenuity of the teachers and trainers and the time at their disposal. The experience of teaching the objectives of a course will inevitably present a range of ideas that can be developed.

New exercises should be developed using existing tasks as models. Before using them with students it is wise to have a colleague read and comment upon the suitability of the new material.

New exercises and further development of existing exercises is an integral part of teaching for skills transfer. Not only is it critical to expose the students to as many opportunities for teaching the particular problem solving skill as possible, but it is also critical for those students who fail to pass the standard and score in the 'not yet achieved' range. If a student is scoring at this level the teachers/trainers should consider:

- teaching the material again
- developing a different approach to the teaching of the material
- developing similar tasks to assess whether learning has taken place.
PROBLEM SOLVING AND THE TRANSFER OF SKILLS

A reference for teachers/trainers which explains the theoretical framework of the Skills Units.
PROBLEM SOLVING AND THE TRANSFER OF SKILLS

THE GETTING OF WISDOM

This is the story of a TAFE National Centre curriculum project which has developed a series of problem solving exercises called Skills Units for use by teachers, supervisors, students and trainees in the Hospitality Industry.

The Skills Units trace their origins to work done for TAFE in Victoria which aimed to develop methods for teaching transferable skills (Thomson & Murphy 1987, Thomson & Storey 1988). The Victorian interest in transferable skills stemmed from a Canadian study which had described what were called 'generic' skills or skills identified as 'transferable' across a number of occupations (Kawula & Smith, 1975).

Put simply, the Victorian projects were designed to define a set of skills applicable across a range of occupations and come up with an effective method for teaching those skills. It was anticipated that this would lead to the teaching of a common core of skills that TAFE students would learn irrespective of which occupation they planned to enter after their initial training. The skills they learned would be transferable in varying degrees across a range of new situations. For example, the skills involved in driving a car; once learned, should transfer to make learning to drive a truck fairly easy.

With the benefit of almost four years hindsight the relatively blinkered approach of the first year's work becomes rather obvious. Our search for methods and understanding was almost entirely confined to the vocational education literature. Consequently we missed out on the interesting work on the teaching of thinking skills being done in other areas. But, again with hindsight, we also wonder why we did not realise that the transfer from driving cars to trucks was, in fact, not easy. And, if the Canadian work on which ours was based was so promising, why had it not made a greater impact? Why were there no more reports coming out of Canada?

The second of the Victorian projects (Thomson & Storey 1988) took on the task of implementing the teaching of transferable skills in the area of Hospitality through the use of teaching modules called Skills Units.

It was during the second project that the warning bells began to sound more loudly. We cautiously reported on the complex nature of skill transfer and drew attention to the fact that even the experts could not agree on how skills are transferred from one task to another. However, a conscious decision was made to avoid becoming too immersed in the theory of skill transfer and to develop something practical for use by teachers and trainers. We were encouraged to do this on the basis of the enthusiastic response given to our draft skills units by teachers and trainers alike.

This pragmatic approach was adopted at a time when the theoretical arguments about the learning and transfer of skills were once again being hotly debated. The debate could not be ignored forever. We found ourselves taking more account of the research literature outside of vocational education as we continued to develop our units. The first consequence of this was the decision to drop the term 'transferable skill' and to use instead the less contentious term 'problem solving skill'. The major reason for the change was the difficulty of demonstrating that skill transfer occurs as a result of using the units. This paper will explore some of the reasons for this difficulty, but its main purpose is to outline the theoretical framework within which the Skills Units have been developed.
PROBLEM SOLVING DEFINED

Problem solving involves providing an answer to a problem by thinking which is focused on making decisions or arriving at a particular point of view.

Problem solving requires the use of 'thinking skills' and these are themselves difficult to define. The definitions offered tend to be related to the background of the people involved. For example, philosophers talk about critical thinking and logical reasoning; psychologists refer to metacognition; cognitive researchers use cognitive strategies and heuristics whilst educators have the terms study skills and problem solving.

Irrespective of the backgrounds of those using the terms, thinking skills have a number of key features; among those identified by Resnick (1987) are the following:

- there is often a need to find a structure in apparent disorder;
- solutions considered tend to be multiple not unique;
- the thinking tends to involve more than one idea and each idea has certain costs and benefits;
- the thinking requires judgements to be made after weighing evidence;
- there is often uncertainty in the solution because not everything is known;
- the thinking requires mental effort; and
- the sequence of thinking does not tend to follow a defined path (such as using a formula to solve a maths problem).

In this paper the multiplicity of terms used to describe 'thinking skills' have been avoided by (somewhat crudely) lumping them together under the term 'problem solving'.

THE LESSONS FROM THE LITERATURE

The reasons for changing from units directed towards teaching transferable skills to those teaching problem solving skills can now be explored in more detail. Before reviewing the literature it should be said that vocational educators share few of the doubts of their more research-oriented colleagues when it comes to skill transfer.

As was pointed out earlier, our initial reading concentrated on the writings of vocational educators. For the most part, these writers were approaching the teaching of transferable skills with a 'how to do it' perspective. There was little questioning of a fundamental and philosophical nature. Nobody seemed to challenge the possibility of teaching for transfer. See for example, Wiant (1970,1977), Sjogren (1977), Selz & Ashley (1978), Employment and Immigration Canada (1979), Hayes (1981) and Greenan (1983).

Furthermore, the writings of vocational training practitioners over the last two or three years continue in the same vein. Chandler (1988), Florence (1988), and Hind (1988) each report on ways to teach transferable skills.

However, the more academic literature devoted to problem solving skills is notable for the lack of solid research evidence supporting many of the teaching approaches that are advocated by workers in the field. Resnick (1987) has reviewed the evaluations of a number of the better known programs on the market and concludes that:

Only a few programs provide convincing evidence that broadly applicable and integrated abilities have been acquired (p.47).
Perhaps even more damning, is her belief that the skills acquired on a particular discipline do not seem, for the most part, to transfer to other disciplines or to life outside the classroom or training room. Skills of any sort which are bound to particular disciplines (or particular ways of thinking) that cannot be transferred into the activities of everyday life tend to be of very limited value.

Another notable feature of the literature is that the experts cannot agree on how problem solving skills should be taught. Therefore those who take on the task of developing problem solving teaching materials (as has been done in the TAFE National Centre project) are doing so at their peril. But they are in good company. The range of materials which purport to teach thinking skills of one sort or another is formidable. All of it has been produced in the absence of any consensus from the experts. Nor is this lack of consensus a flash in the pan; debate has raged (if we could ever say anything in education 'rages') for 20 or more years.

There are several factions and sub-factions involved in the debate. At one extreme we have the insistence that general problem solving skills can be taught in a way that makes them applicable in many different settings (De Bono 1985), while at the other is the claim that the idea of a general problem solving ability is meaningless (McPeck 1981). Between the extremes lie many shades of opinion; indeed, the best way to think about expert opinion on problem solving is to see all experts as lying somewhere along a continuum.

In order to find a place for the Skills Units along that continuum, we must first take a closer look at the arguments put up by some of the protagonists. Perkins and Salomon (1989) give an excellent outline of the debate beginning with the work of Polya (1954, 1957) who argued for the teaching of a repertoire of general strategies for solving problems (heuristics). Polya’s strategies involved such techniques as breaking the problem up into sub-problems; the use of diagrams to represent the problem in different ways; and first trying to solve simpler problems related to one that had been set. After a period of initial enthusiasm for Polya’s work and work of a similar nature, the heuristics approach received a setback in the seventies at the hands of the expert chess player.

Research showed that expert chess players do not think in terms of the general rules of play (sub-problems) involving one piece at a time, but rather in terms of whole board configurations or schemata (Chase & Simon 1973). Following findings of a similar nature in other areas (see for example, Rabinowitz & Glaser 1985) expert performance was seen to require a large knowledge base: furthermore this knowledge had to be specifically related to the field where the expertise was to be demonstrated. Thus, being an expert chess player is one thing; however these skills are unlikely to transfer to other fields such as business tactics or military strategy because the knowledge bases required are different.

After demolishing the case for teaching general problem solving skills independent of any knowledge base, the Perkins and Salomon paper neatly does a turnaround and brings new evidence to bear that revives the generalist position. Some recent research has reported success with a more general approach to teaching problem solving skills (for example, Schoenfeld 1985, Palincser & Brown 1984, Pressley et al. 1987). However the claims of success tend to be guarded and most researchers call attention to the need for further research to resolve various issues. Indeed Ennis (1989), in a separate review of the debate, outlines an elaborate research agenda that he believes must be completed before we have answers to the problem of how students learn ‘thinking skills’.

Ennis adds another dimension to the continuum that sees the teaching of problem solving as moving from a highly specific knowledge base to a very general subject-free approach. He does this by identifying two alternative teaching approaches at the knowledge-based end the continuum. Ennis calls these infusion and immersion. The infusion approach involves relating the problem solving tasks to subject matter that is being, or has been taught. This means the students or trainees are made aware that they are engaged in solving
a problem related to the subject matter, and the strategies they use in arriving at a solution are drawn to their attention and reinforced by the teacher.

On the other hand immersion, although similarly involving the student in problem solving tasks related to subject matter, does so without drawing the strategies used to the attention of the students. The students get deeply immersed in the problem solving processes without the principles of problem solving being made explicit. They learn to solve problems through immersion rather than instruction based on the 'rules' of problem solving.

DEVELOPING THE SKILLS UNIT CONCEPT

As already mentioned, the literature continues to call for more research on the ways students learn to solve problems and on how transfer of such abilities occurs. These calls persist despite the claims of trainers and practitioners such as de Bono who believe they have some if not all the answers.

Our development work on the Skills Units was proceeding at a time of heightened research interest so it was possible to modify our approach to take account of the current research. But, like the practitioners, we were in no position to sit back and await the definitive answer from researchers. Instead we took a position based on the knowledge at our disposal.

The position of the Skills Units in the theoretical framework is towards, but not at, the 'specific knowledge' end of the continuum that was referred to earlier. Our development work has aligned itself with many of the views expressed by Resnick (1987). The approach has been knowledge-based with problem solving skills taught through infusion rather than immersion. Furthermore, teachers and supervisors are encouraged to provide multiple exercises of problem solving tasks related to each objective thereby ensuring that students and trainees gain enough practice in dealing with an objective to achieve mastery. (This may require teachers to develop their own units in addition to the ones provided by the project.)

The project materials have been developed with the assumptions that:

- some background knowledge is essential for students before they attempt the problem solving exercises. (The problem solving exercises are based on objectives that have already been taught by the teachers);

- the transfer of problem solving abilities from one area or discipline to another is unlikely unless teachers:
  - give sufficient practice in the relevant tasks, and
  - focus on, and reinforce the idea of transfer whenever they see the potential for it to occur.

In developing the most appropriate way of presenting the units, two additional considerations involving assessment and standards issues influenced the format of the final product. The assessment element of the units serves two purposes. Firstly, like all assessment, it presents a challenge to the students and trainees which should in turn motivate them to do their best. Secondly, it provides feedback (much of it immediate) to indicate the standard of performance on the tasks.

The establishment of standards has been guided by the knowledge that many people require a period of practice at certain skills before they are fully proficient. For example, a person skilled in the operation of a computer-controlled baking machine would not be expected to operate immediately, with equal proficiency, a similar piece of equipment which came from a different manufacturer. They would, of course, be expected to develop proficiency on the new machine more quickly than a novice but, with different controls and a new set of operating conditions, the level of skill displayed with the original machine would not be
immediately transferable to the new machine. A period of training and familiarisation would be required. The identification of standards for each task in the Skills Units is intended to reflect the gradual nature of the skill learning process.

THE STRUCTURE OF THE SKILLS UNITS

The units have been written for objectives taken from courses in cooking, waiting, pastry cooking and bread-making as well as traineeships and pre-vocational courses in hospitality.

Each unit is made up of tasks which require the student to solve problems related to course objectives on which they have already received instruction. Each task is followed by a separate assessment sheet which gives the suggested answers to the problems. At the back of the unit there is a section which indicates the standard or expected performance on a three point scale - Credit, Pass or Not Yet Achieved - that can be used as a guide to the standard the students or trainees have attained in each task.

The tasks have been developed around topics which aim to reflect the situations students and trainees meet in the workplace. The topics fall into two broad categories: communicating with others, and occupational health and safety.

All the problem solving tasks relate to situations in the hospitality industry. Keeping the materials relevant to the industry is essential in vocational training and has the additional advantage of ensuring the students and trainees maintain interest in the tasks.

Some tasks require the use of fairly routine skills such as evaluating the suitability of a menu. However every attempt was made to include tasks involving less straightforward skills, for example, handling customer complaints. For the most part the tasks dealing with these less straightforward or non-routine skills were those involving attitudes rather than knowledge. The need for more units which dealt with attitudes was stressed by most teachers and supervisors with whom we discussed the materials, so every attempt was made to meet this need.
An example of a task from a skills unit is shown below:

**SKILLS UNIT 3:**

**TOPIC:** Communicating in the Workplace

**OBJECTIVE:** Telephone Skills
To summarise and analyse a message given over the telephone

---

**TASK 3.4**
(Note: This task requires a recording on tape of a message. The text of the message is included in The Teacher's Notes at the beginning of this skills unit.)

Assuming you work for Jennie's Dial-a-Pizza, list below the questions you need to ask Lisa when you call her back.

Questions to be asked about Lisa's order:

---

**Title of Skills Unit**

**Focus of this section**

**The objective currently being pursued by the teacher**

**Student Identification**

**This task is one of the activities to be used in pursuing the objective**

A new problem is presented to students in the form of a taped message

The text of the message is:

'Hi, I'm Lisa. I'm having a party next week and I want to order some pizzas. I've worked out that I'll need about 20 and can you deliver them at 9.30? Can you please call me back on 754 5944 and tell me how much they will cost?'

Students listen to the tape and then attempt the problem-solving exercise

Students list their answers in the space provided
Suggested answers are to be found on the next page (printed on blue paper)

ASSessment: TASK 3.4

The answer should list the following:

1. Exact number of pizzas
2. Types of pizzas
3. Size of pizzas
4. Day of delivery
5. Address for delivery
6. Time of day - a.m. or p.m.
7. Method of payment (cash or credit card)

(Note: Lisa has already asked for the cost.)

Note: This task requires the students to do more than simply summarise a message. They must also analyse the message and identify the information they need in order to answer the question.

The introduction of the assessment element enables the teacher to discover how well the students have mastered the necessary skills.

The standards for this task are to be found at the end of the unit (printed on yellow paper).

<table>
<thead>
<tr>
<th>TASK 3.4</th>
<th>Identified points 1 to 6</th>
<th>= Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Identified points 1 to 5</td>
<td>= Pass</td>
</tr>
<tr>
<td></td>
<td>Identified any 4</td>
<td>= Not yet achieved</td>
</tr>
</tbody>
</table>

As Task 3.4 presently stands it would be viewed as having varying degrees of relevance according to the course the students were doing. For example, few would-be waiters are likely to work at Jennie's Dial-a-Pizza.

Nevertheless the skills involved in telephone communications are among the most important for employees in the hospitality industry. So, although the context of this problem solving exercise could be changed according to the particular jobs the students or trainees were doing (or hoping to do), it is not undesirable to have waiters tackling tasks similar to this one because the underlying intention is to aid in the teaching of skills transfer.

The different degrees of relevance of problems are therefore a strength of the units. However there must be some relevance to the particular industry otherwise the students will lose interest.

A further consequence of the units having varying degrees of relevance according to the courses the students/trainees are undertaking is to be found in the three point standard of performance scale. The usefulness of such scales have been explained by Kenyon and Hermann (1987) and Foyster (1990), however their arbitrariness needs to be acknowledged. The units have used the expert judgements of the curriculum developers and people from industry when identifying standards. It may well be that these will need revising after the units have been used for a period of time.
THE FUTURE OF THE SKILLS UNIT APPROACH

In summary, the Skills Units are curriculum materials which:

- are based on the objectives of hospitality subjects and give priority to objectives dealing with attitudes;
- are developed around a problem solving framework which reflects, as closely as possible, real life problems; and
- incorporate assessment procedures which allow the students/trainees (and their teachers and supervisors) to gauge the standard of performance that has been achieved.

The Units are accompanied by a teachers' handbook which explains how to use the problem solving exercises and how to reinforce the idea of teaching for the transfer of problem solving skills. It is also designed to help teachers develop their own exercises.

It is to be hoped that the materials will be the subject of further research and evaluation both in hospitality and other vocational subjects. We have a long way to go before we fully understand how people learn to solve problems and how skills transfer from job to job.

The Skills Units offer a promising means of extending our understanding.

REFERENCES


SKILLS UNIT 1: FACTORS AFFECTING COMMUNICATION

TOPICS:  

BODY LANGUAGE

PERCEPTION

OBSERVATION SKILLS

COMMUNICATION BREAKDOWN

OBJECTIVES:  

BODY LANGUAGE

- to identify the role played by body language in the communication process (Tasks 1.1, 1.2, 1.3, 1.4)

- to identify the most appropriate way of communicating in a given situation (Task 1.5)

PERCEPTION

- to explain how the selection of visual details can establish an image or identity and therefore affect communication. (Tasks 1.6, 1.7, 1.8)

OBSERVATION SKILLS

- to identify effective and ineffective observation skills (Tasks 1.9, 1.10)

COMMUNICATION BREAKDOWN

- to identify barriers to communication (Tasks 1.11, 1.12, 1.13, 1.14)
NOTES FOR TEACHERS & TRAINERS:

**BODY LANGUAGE**

**Task 1.1**

Students are asked in groups to identify parts of the body used to communicate feelings. Answers will depend on ingenuity of the group. Score the number of different non-verbal signals and check how the group scores.

**Task 1.2**

Pair work to identify how to express messages using body language only.

**Task 1.3**

Explain the term attending behaviours before undertaking this task which aims to identify how to indicate attention when face to face with another person and when talking on the telephone.

**Task 1.4**

Students are asked to identify the role played by body, voice, gestures and environment in the communication process.

**Task 1.5**

Students are asked to consider the role played by words and gestures in communicating a message.

**PERCEPTION:**

**Task 1.6**

Students are asked to look at advertisements and consider how filtering of information affects the message. Materials needed: magazine and newspaper advertisements.
SKILLS UNIT 1: FACTORS AFFECTING COMMUNICATION

**Tasks 1.7 & 1.8**

Students are asked to consider how perception affects communication. Teacher may also wish to ask groups to consider situations when it is acceptable for people in the workforce to have a 'different' image in terms of the clothes and hairstyles they choose. It is quite acceptable, for example, for the manager of an avant-garde hairdressing establishment to have multi-coloured hair.

**OBSERVATION SKILLS**

**Task 1.9**

Materials needed are one radio and one TV program such as the following:
- 10-15 minute radio talk
- segment of a current affairs TV program
- segment of 'talk back' program on radio
- TV cooking program.

This is an individual note-taking exercise and group discussion. Teachers may wish to ask students to analyse their reasons for their answers to checklist questions and thereby pinpoint how much their observation skills are affected by their own attitudes, and how much their observation skills are affected by the subject matter and the communication skills of the speakers.

**Task 1.10**

Students are given 3 situations and asked to interpret the body language described. This task brings together earlier work on body language perception as well as observation skills.
SKILLS UNIT 1: FACTORS AFFECTING COMMUNICATION

COMMUNICATION BREAKDOWN

Task 1.11

Theoretical introduction to the causes of communication breakdown

Task 1.12

Practical exercise that requires students to identify cause of communication breakdown and to rephrase statements to ensure communication achieves its purpose

Task 1.13

Problem-solving exercise - how to avoid communication breakdown in certain situations

Teachers may wish to develop their own exercises which are relevant to the students' courses of study

Task 1.14

This task depends on students recalling an ineffective talk they have listened to, identifying factors that led to communication breakdown

RELATED SKILLS UNITS

COMMUNICATIONS WITH CUSTOMERS
(Skills Unit 2)

COMMUNICATING IN THE WORKPLACE
(Skills Unit 3)

TALKS AND INTERVIEWS
(Skills Unit 5)
SKILLS UNIT 1: FACTORS AFFECTING COMMUNICATION

TOPIC: Body Language

OBJECTIVE: To identify the role played by body language in the communication process

Name: __________________________
Class/Group: ______________________

Note

Actors, actresses and mime artists use non-verbal communication quite consciously as part of their task of communicating a particular role. For the rest of us, non-verbal communication is usually involuntary, and quite unrehearsed. Non-verbal communication expresses feelings, which are usually seen as private territory and which we would often rather not reveal to the world at large.

It is very difficult to be sure of one's interpretation of another's non-verbal communication signals. Confusing messages may be received when there appears to be conflict between the verbal message and the non-verbal signals.

Rather than focusing on one non-verbal signal, it is usually more reliable to look at clusters of signals when interpreting non-verbal communication.

**TASK 1.1**

In groups, discuss which parts of the body can be used to express the feelings on the list given below. To score one 'signal' you must state what body parts from the 6 that have been given can be used in expressing the feeling, and identify the actual physical movement that occurs. An example has been provided for you.

**Feelings**

interest  impatience

disgust  confusion

surprise  distress

indifference

**Parts of body**

1. whole body
2. face only
3. mouth only
4. eyes and eyebrows only
5. feet only
6. hands only
**TASK 1.1 (Cont'd)**

<table>
<thead>
<tr>
<th>Feeling</th>
<th>Part of body used</th>
<th>Actual physical movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>interest</td>
<td>whole body</td>
<td>Signal 1</td>
</tr>
<tr>
<td></td>
<td>eyes/eyebrows open</td>
<td>Signal 2</td>
</tr>
<tr>
<td></td>
<td>hands only</td>
<td>Signal 3</td>
</tr>
</tbody>
</table>

disgust

---

surprise

---

indifference
**TASK 1.1 (Cont’d)**

<table>
<thead>
<tr>
<th>Feeling</th>
<th>Part of body used</th>
<th>Actual physical movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>impatience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>confusion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>distress</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**ASSESSMENT: TASK 1.1**

Suggested answers are:

<table>
<thead>
<tr>
<th>Feeling</th>
<th>Parts of Body Used</th>
<th>Actual Physical Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>interest</td>
<td>whole body</td>
<td>lean forward; immobile</td>
</tr>
<tr>
<td></td>
<td>eyes/eyebrows</td>
<td>pupils dilate; eyes open wider</td>
</tr>
<tr>
<td></td>
<td>hands</td>
<td>may cup chin</td>
</tr>
<tr>
<td>disgust</td>
<td>whole body</td>
<td>shudder; draw up shoulders recoil from speaker</td>
</tr>
<tr>
<td></td>
<td></td>
<td>sharp intake of breath lips curl up</td>
</tr>
<tr>
<td></td>
<td>hands</td>
<td>may put hand over mouth</td>
</tr>
<tr>
<td>surprise</td>
<td>whole body</td>
<td>lean forward</td>
</tr>
<tr>
<td></td>
<td>eyes/eyebrows</td>
<td>raised eyebrows eyes open wider</td>
</tr>
<tr>
<td></td>
<td>mouth</td>
<td>open</td>
</tr>
<tr>
<td></td>
<td>hands</td>
<td>may be raised</td>
</tr>
<tr>
<td>indifference</td>
<td>whole body</td>
<td>immobile shrug shoulders</td>
</tr>
<tr>
<td></td>
<td>face</td>
<td>blank look - no change in expression</td>
</tr>
<tr>
<td>impatience</td>
<td>eyes</td>
<td>eyebrows raised</td>
</tr>
<tr>
<td></td>
<td>mouth</td>
<td>grit teeth - sigh</td>
</tr>
<tr>
<td></td>
<td>feet</td>
<td>may tap feet</td>
</tr>
<tr>
<td></td>
<td>arms</td>
<td>may be folded</td>
</tr>
<tr>
<td>Feeling</td>
<td>Parts of Body Used</td>
<td>Actual Physical Movement</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>confusion</td>
<td>whole body</td>
<td>moving up &amp; down or in circles</td>
</tr>
<tr>
<td></td>
<td>hands</td>
<td>may hold forehead with one hand</td>
</tr>
<tr>
<td></td>
<td></td>
<td>may bite finger</td>
</tr>
<tr>
<td></td>
<td>eyes/eyebrows</td>
<td>frowned</td>
</tr>
<tr>
<td>distress</td>
<td>whole body</td>
<td>moving up &amp; down or in circles:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>may sink to knees</td>
</tr>
<tr>
<td></td>
<td>hands</td>
<td>may clutch head</td>
</tr>
<tr>
<td></td>
<td>eyes</td>
<td>crying</td>
</tr>
<tr>
<td></td>
<td>mouth</td>
<td>grimace</td>
</tr>
</tbody>
</table>
SKILLS UNIT 1: FACTORS AFFECTING COMMUNICATION

TOPIC: Body Language

OBJECTIVE: To identify the role played by body language in the communication process

Name: 
Class/Group: 

TASK: 1.2

Work in pairs. Identify the part(s) of the body that can be used to express the following messages without saying anything.

Message: Part(s) of body used to express message

1. Stop!

2. I can't stand this dreadful noise a moment longer.

3. The answer is definitely and emphatically NO!

4. I wish I knew what to do.
## ASSESSMENT: TASK 1.2

Suggested answers are:

<table>
<thead>
<tr>
<th>Message:</th>
<th>Part(s) of body used to express message</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Stop!</td>
<td>Hand held up palm out. Head shaking.</td>
</tr>
<tr>
<td>3. The answer is definitely and emphatically NO!</td>
<td>Vigorous head shaking Lips tightly sealed. Arms folded.</td>
</tr>
</tbody>
</table>

You will be able to suggest additional non-verbal signals!

Discuss these with the larger group.
TOPIC: Body Language

OBJECTIVE: To identify the role played by body language in the communication process

Name: ____________________________
Class/Group: ______________________

TASK: 1.3

Consider a communication situation where you talk to someone you know face-to-face. List the non-verbal and verbal 'attending' behaviours displayed in such a situation.

(Note: Attending behaviours are those that indicate that you are paying attention to the other person.)

1a) Non-verbal attending behaviours


1b) Verbal attending behaviours


Now consider a similar communication situation on the telephone. How do each of you indicate attention to the other?

2a) Non-verbal attending behaviours


2b) Verbal attending behaviours


ASSESSMENT: TASK 1.3 (Note: This TASK is for self-assessment only)

Suggested answers are:

1a) Non-verbal attending behaviours (face-to-face)
   . Eye contact maintained.
   . Nodding head.
   . Support and interest indicated through sub-vocal MEANS - 'UH HAH', 'UMM'.
   . Body directed towards the speaker.
   . Facial expression(s) indicate interest (examples may be given).
   . Tone of voice is supportive.
   . Mirroring behaviour.

1b) Verbal attending behaviours (face-to-face)
   . Rephrasing statements.
   . Asking question of clarification.
   . Choice of language reflects agreement.

2a) Non-verbal attending behaviours (telephone)
   . Pauses.
   . Tone of voice to indicate supportive feelings.
   . Smiling or frowning.

2b) Verbal attending behaviours (telephone)
   . Asking questions to give clarification and further information.
   . Replacing or rephrasing statements.
   . Choice of language to indicate agreement.
In a communicative situation, people can be encouraged or discouraged from offering or providing information in a number of ways. People use their face, appearance, body, voice, gestures and mannerisms, and even the setting or environment to send messages to each other.

In the following five questions, decide what effect each behaviour would have on the communication. Using the space provided, place an E for 'encourages communication'; D for 'discourages communication' or; X for 'neither encourages nor discourages'.

1. Facial Expression and Appearance
   - maintains eye contact
   - smiles warmly
   - well groomed
   - frowns

2. Body Posture
   - sits with arms and legs crossed
   - sits on edge of chair
   - settles back in chair
   - leans towards other person

3. Vocal Quality
   - speaks loudly
   - mumbles
   - frequently interrupts
   - uses long silences

4. Gestures and Mannerisms
   - firm handshake
   - rubs face and eyes

Name: _____________________________
Class/Group: _____________________________
**TASK 1.4 (Cont'd)**

- nods head continuously
- takes detailed notes

5. Setting

- comfortable lounges
- view from window
- as much privacy as possible
- minimum noise

6. Voice expression

Vocal clues, that is, the way we use our voice to speak, enable many different meanings or interpretations for the same word or sentence. For example, the statement "I'm leaving and not coming back!" can be said to convey either anger or boredom depending on the speaker's wish.

Beside each feeling/meaning in the left-hand column describe how we use our voice to respond to someone using that feeling/meaning. The first example has been done for your.

<table>
<thead>
<tr>
<th>Feeling/meaning</th>
<th>Use of speech/voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. Boredom</td>
<td>Speaks slowly in a monotonous voice.</td>
</tr>
<tr>
<td>Anger</td>
<td></td>
</tr>
<tr>
<td>Enthusiasm</td>
<td></td>
</tr>
</tbody>
</table>
**TASK 1.4 (Cont'd)**

<table>
<thead>
<tr>
<th>Disbelief</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Depression</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
ASSESSMENT: TASK 1.4

1. Facial Expression and Appearance
   . maintains eye contact E
   . smiles warmly E
   . well groomed E
   . frowns D

2. Body Posture
   . sits with arms and legs crossed D
   . sits on edge of chair E
   . settles back in chair E
   . leans towards other person E

3. Vocal Quality
   . speaks loudly D
   . mumbles D
   . frequently interrupts D
   . uses long silences D

4. Gestures and Mannerisms
   . firm handshake E
   . rubs face and eyes D
   . nods head continuously D
   . takes detailed notes D

5. Setting
   . comfortable lounges X
   . view from window D
   . as much privacy as possible E
   . minimum noise E

6. Voice Expression. Answers to this question will vary

Feeling/ Meaning                     Use of speech/voice
  e.g. Boredom                      Speaks slowly in a monotonous voice.

17
<table>
<thead>
<tr>
<th>ASSESSMENT:</th>
<th>TASK 1.4 (cont’d)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anger</td>
<td>Speaks abruptly.</td>
</tr>
<tr>
<td></td>
<td>Raises voice.</td>
</tr>
<tr>
<td></td>
<td>Emphasizes points.</td>
</tr>
<tr>
<td>Enthusiasm</td>
<td>Speaks quickly in</td>
</tr>
<tr>
<td></td>
<td>high pitched voice.</td>
</tr>
<tr>
<td></td>
<td>Speaks in fragments.</td>
</tr>
<tr>
<td>Disbelief</td>
<td>Speaks in incomplete statements; may repeat ideas; speaks in monotonous voice.</td>
</tr>
<tr>
<td>Depression</td>
<td>Speaks quietly in monotonous voice; voice lacks any expression.</td>
</tr>
</tbody>
</table>
SKILLS UNIT 1: FACTORS AFFECTING COMMUNICATION

TOPIC: Body Language

OBJECTIVE: To identify the most appropriate way of communicating in a given situation

Name: ____________________
Class/Group: ____________________

TASK: 1.5

In small groups, discuss the answers to these questions.

1. What can the receiver miss if only words are used?

2. What can the receiver miss if only gestures are used?

3. a) If you are in a position where your real feelings must be concealed, would you try to do so

   . through your verbal communication?
   . through sub-vocal means (tone of voice etc.)?
   . through other non-verbal means?
   . combination of these?

   b) Situation

   You need to evacuate the work area for which you have responsibility. The situation is dangerous, but if the workers panic the results are even more likely to be disastrous.

   Bearing in mind your response to 3(a) list the factors that would help to avoid panic.

   Try to identify and discuss other examples.
1. If only the words are used, the receiver is likely not to have any way of judging how the sender feels about the message. Nor is s/he able to determine whether the message is urgent, how urgent it is, or other contextual factors.

2. If only the gestures are used, they are easily misunderstood unless the receiver is a trained observer, and unless a cluster of non-verbal techniques are considered. A number of non-verbal techniques are culturally specific and may be misunderstood by various groups (e.g. people from other countries).

3. a) You conceal your feelings by controlling all communication elements.

   b) In the case of the workplace evacuation, the following factors would help to avoid panic:

      - a calm but firm tone of voice to inspire trust and confidence.

      - a controlled verbal message which spells out precisely what each person must do.

      - provide step-by-step evaluation measures.

      - stay calm yourself, so that you can think clearly.

      - determine and study how much information you should give the evacuees, given both time constraints and the actual danger. Beginning your instructions with "Now don't panic . . ." is likely to result in exactly that.
SKILLS UNIT 1: FACTORS AFFECTING COMMUNICATION

TOPIC: Perception

OBJECTIVE: To explain how the selection of visual details can establish an image or identity and therefore affect communication

Name: __________________________
Class/Group: ____________________

TASK: 1.6

Filtering information in the advertising field

Complete this in groups of two or three.

Collect a range of advertisements for a commodity that your group has decided to focus on, e.g. make-up, shampoo, real estate, an airline company, toothpaste, cigarettes, a hotel chain, a restaurant etc.

In your group, discuss the following questions about each advertisement.

1. What details are described?
2. What details are not described?
3. What reasons can you suggest for this (i.e. why has the information been filtered)?
4. How can this filtering affect your perception of the product?
Elements your group may identify include the following (there will be additional elements).

1. Details normally focus on aspects that have emotional appeal, and make maximum use of the medium selected (for example, shampoo advertisements that promise that your hair will have ‘bounce’ and ‘shine’ will rely on visual presentation).

Cigarette advertisements often promise status, quality, success with the opposite sex.

Airline and hotel advertisements focus on cabin services (including details on flight assistants), glamour and the excitement of far-away places, at the same time offering the potential traveller the assurance of support and security.

Make-up advertisements focus on beauty. Choosing the right model for the make-up company, means finding someone the potential purchaser wants to look like.

2. The details not described are normally the factual ones, e.g. composition of shampoos and make-up, the short- and long-term effects of smoking on the body, the technical data concerning aircraft. Not even the airline’s safety record is given. Negative details are omitted.

3. Companies might believe that potential purchasers are not interested in the technical details. Certainly in the case of safety records and airlines, companies may say that an emphasis on safety record may have an opposite effect, and make potential passengers more worried rather than less.

4. The purpose of the filtering effect is to leave you with a glowing and completely positive impression of the product.
SKILLS UNIT 1: FACTORS AFFECTING COMMUNICATION

TOPIC: Perception
OBJECTIVE: To explain how the selection of visual details can establish an image or identity and therefore affect communication

Name: ___________________________
Class/Group: _______________________ 

TASK: 1.7

Consider the following situation.

In your workplace there is an older man who is offended by what he sees as the weakening of moral standards in today's society (he is offended because a young person who works with him is dressed in a way that he regards as being too casual).

What are three factors that contribute to how people perceive such things?

1. __________________________________
2. __________________________________
3. __________________________________
Possible factors are:

1. Filtering out information that does not accord with what the person had decided already.
2. One's own value system, which will approve some things and not others.
3. Personal biases and prejudices.
4. Past experience.
SKILLS UNIT 1: FACTORS AFFECTING COMMUNICATION

TOPIC: Perception

OBJECTIVE: To explain how the selection of visual details can establish an image or identity and therefore affect communication

---

| Name: ____________________ |
| Class/Group: ____________________ |

---

**TASK: 1.8**

The impact of clothing and fashion in the business area

Working in small groups, discuss your answers to the following questions to see what level of agreement you can reach both on the answers and the reasoning behind them.

Would you:

1. trust a bank manager who wears bikie gear?  
   YES ☐ NO ☐

2. employ a person with a mohawk hairdo?  
   YES ☐ NO ☐

3. buy food in a shop where the window display looks as if it hasn't been changed for years?  
   YES ☐ NO ☐

4. expect to get a really modern haircut in a hairdressing salon where the decor is drab and the assistants are dressed without style?  
   YES ☐ NO ☐
ASSESSMENT: TASK 1.8 (Note: This TASK is for self-assessment only)

1. A bank manager who wears bikie gear would create the impression of being radical and perhaps of having little respect for traditional values. We would expect a bank manager to be conservatively dressed as it would reassure us that s/he would be careful with our money.

2. Many people would be wary of employing a person with a mohawk hairdo. Someone who may have rejected our society's standard views of fashion may be a non-conformist and project an image unsuitable for our company.

3. Decor is, like clothing, taken as an indication of values. A window display that hasn't been changed for a long time might make you think that what they're selling is pretty stale too.

4. Decor is very much seen as an indication of what you get; you would not expect to get an exciting, modern haircut in a place with little style or appeal.

IN ALL CASES, INITIAL PERCEPTION HAS, RIGHTLY OR WRONGLY, CLOSED OUR MINDS TO COMMUNICATION.

Note: You may also wish to consider situations when it is acceptable for people in the workforce to have a 'different' image in terms of the clothes and hairstyles they choose.

   e.g. It is quite acceptable for the manager of an avant-garde hairdressing establishment to have multi-coloured hair.
SKILLS UNIT 1: FACTORS AFFECTING COMMUNICATION

TOPIC: Observation Skills

OBJECTIVE: To identify effective and ineffective observation skills

---

**Name:**

**Class/Group:**

**TASK: 1.9**

Your teacher will provide you with two 10-15 minute programs, one radio and the other TV.

Make notes on the programs, either during the presentations or waiting until they are finished and then writing down as much as you can remember.

When you have done this, work in groups to consider the following points:

1. How do your notes compare with those of other members of the group?

2. Are you able to answer specific questions on the program?

3. What are the differences between listening to radio and watching a similar presentation on TV?

4. What are the differences between continuous note-taking and making notes when the program is finished?

5. What note-taking techniques are best for you?

6. Can you comment on the listening skills of the persons involved in the radio or TV extract?

7. What body language signals were you able to pick up that confirmed or confused the oral message (for both radio and TV)?

   for example: facial expressions
   body movements
   word stress
   tone of voice.

Use the Checklist on the next page to assess your observation skills.
Rate yourself on your observation skills:

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Did you find it difficult to concentrate?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Did you listen only for facts, or did you take note of non-verbal and other factors?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Did you decide that the subject matter was too hard?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Did you criticise the speaker's appearance or delivery and reject the message because of these factors?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Did you fake attention?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Did you allow emotional words used by the speaker to interfere with your interpretation?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Did you declare the subject uninteresting and give up listening?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Did you tolerate or create distractions?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Did you exhibit 'impatient' listening (i.e. regard the speaker as using up time until it was your turn to talk)?</td>
<td></td>
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</tr>
<tr>
<td>10.</td>
<td>Did you exhibit 'I don't agree' listening?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SKILLS UNIT 1: FACTORS AFFECTING COMMUNICATION

TOPIC: Observation Skills

OBJECTIVE: To identify effective and ineffective observation skills

Name: __________________________
Class/Group: ______________________

TASK: 1.10

Read the following descriptions of three situations involving customer communication. Comment on each one as required.

Situation 1

Hugh was a waiter in Fifi's French Restaurant. He had welcomed his clients, seated them, unfolded their napkins, and presented them with the menu, which was written entirely in French. From the puzzled looks on their faces, he could see that they could not read French.

What is the appropriate action for Hugh? (Tick the appropriate box.)

☐ Let them first admit they can't read the menu before offering to help.

☐ Assist by reading out and translating the menu for them.

☐ Immediately offer a menu in English.

Explain briefly why you made that choice.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

29
**TASK 1.10 (Cont'd)**

**Situation 2**

One of the customers asks Hugh why the menu is written entirely in French. Suggest three answers Hugh could give.

1. __________________________
2. __________________________
3. __________________________

**Situation 3**

Max was the head waiter working in an exclusive restaurant. A table of clients had finished their entrées and they had now started eating their main course.

He was, at this stage, about to ask then whether the meal was to their liking. But he had been keeping a watchful eye on them and was fairly sure that this was the case.

List five observations that Max could have made about the clients that led him to believe they were satisfied.

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________

If Max had been fairly sure that everything was not going well, what would be some of the indications that this was the case?

6. __________________________
7. __________________________
8. __________________________
9. __________________________
10. __________________________
Situation 1
Option 3 is the favoured response. Valid reasons are tact, avoiding embarrassment, use of a common medium of communication, using a medium of communication that focuses on the client's needs.

Situation 2
Three or more reasons from the following possible list:
1. a desire to reproduce authentically the food of a given area
2. a desire to project high status
3. a desire to project a certain image - exclusiveness/authenticity
4. a method to attract a particular type of patron.

Situation 3
Positive Impressions
1. Oral praise of menu, food, establishment, decor given to waiter/waitress.
2. Eye contact with waiter/waitress.
4. Obviously relaxed conversation between members of party.
5. Positive body language - e.g. relaxed pose.

Negative Impressions
1. Lack of praise regarding food, wine, menu, establishment, decor to waiter/waitress.
2. Failure to maintain eye contact with waiter/waitress.
3. Sudden silences when waiter/waitress approaches table.
4. Negative facial expressions when clients converse among themselves.
5. Negative body language - e.g., looking at watches, crossed arms.
TASK 1.11

Note: Failure in communication occurs when the sender has been unable to transmit the message s/he intended to transmit to the receiver, and/or when the receiver does not understand or rejects the message.

The left hand column below gives a list of some of the causes of communication breakdown. Complete the right hand column by giving actual examples and/or outcomes of each of the causes. Number 1 has been partly done for you.

This task is best done in small groups.

<table>
<thead>
<tr>
<th>Causes of communication breakdown</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The needs of the audience have not been properly considered in terms of message organisation.</td>
<td>1. Message is confusing.</td>
</tr>
<tr>
<td>2. Information is not sequenced so that it leads from the simple to the more difficult.</td>
<td>2. Information is not sequenced so that it leads from the simple to the more difficult.</td>
</tr>
<tr>
<td>3. Too much or too little is presented at once.</td>
<td>3. Too much or too little is presented at once.</td>
</tr>
<tr>
<td>4. Language is too difficult or too basic.</td>
<td>4. Language is too difficult or too basic.</td>
</tr>
<tr>
<td>Causes of communication breakdown</td>
<td>Outcomes</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>2. The communicator has been insensitive to his/her audience needs, and has been aggressive, manipulating or condescending.</td>
<td></td>
</tr>
<tr>
<td>3. The communicator does not have the skill to interest or motivate other people.</td>
<td></td>
</tr>
<tr>
<td>4. The communicator has not allowed for sufficient participation or feedback.</td>
<td></td>
</tr>
<tr>
<td>5. The communicator has assumed that communication is a one way process, consisting of active sender and passive receiver.</td>
<td></td>
</tr>
<tr>
<td>6. The communicator has not defined important terms.</td>
<td></td>
</tr>
<tr>
<td>7. The receiver has allowed stereotyping to block the message.</td>
<td></td>
</tr>
<tr>
<td>8. In a conflict situation, both the communicator and the audience have pursued their own 'ideas' rather than trying to negotiate a common agreement.</td>
<td></td>
</tr>
</tbody>
</table>
ASSESSMENT: TASK 1.11

Note: You will identify a range of different outcomes, which are likely to vary from those given here.

<table>
<thead>
<tr>
<th>Causes of communication breakdown</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tr>
<tr>
<td></td>
<td>4. Language is too difficult or too basic.</td>
</tr>
<tr>
<td>2. The communicator has been insensitive to his/her audience needs, and has been aggressive, manipulative or condescending.</td>
<td>1. If aggressive, audience will either reject the message, or respond through fear, but without commitment.</td>
</tr>
<tr>
<td></td>
<td>2. If manipulative, commitment is unlikely to be to the message (as distinct from the communicator). Conflict is possible.</td>
</tr>
<tr>
<td></td>
<td>3. If condescending, audience is likely to be offended and to reject the message.</td>
</tr>
<tr>
<td>3. The communicator does not have the skill to interest or motivate other people.</td>
<td>1. Audience is bored or irritated by the communicator.</td>
</tr>
<tr>
<td></td>
<td>2. Audience rejects the message.</td>
</tr>
<tr>
<td>Causes of communication breakdown</td>
<td>Outcomes</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>4. The communicator has not allowed for sufficient participation or feedback</td>
<td>1. Message becomes distorted as the audience searches for meaning.</td>
</tr>
<tr>
<td>5. The communicator has assumed that communication is a one way process, consisting of active sender and passive receiver.</td>
<td>2. Audience is very likely to misunderstand the message.</td>
</tr>
<tr>
<td>6. The communicator has not defined important terms</td>
<td>1. Audience may misunderstand or reject message.</td>
</tr>
<tr>
<td>7. The receiver has allowed stereotyping to block the message.</td>
<td>2. Audience may filter out the message as not being directed at them personally (e.g. notices on staff notice boards).</td>
</tr>
<tr>
<td>8. In a conflict situation, both the communicator and the audience have pursued their own 'ideas' rather than trying to negotiate a common agreement.</td>
<td>1. Audience may misunderstand information. This is likely to have serious results.</td>
</tr>
<tr>
<td></td>
<td>2. Audience has high levels of frustration and irritation.</td>
</tr>
<tr>
<td></td>
<td>1. The communicator is rejected.</td>
</tr>
<tr>
<td></td>
<td>2. The message is rejected.</td>
</tr>
<tr>
<td></td>
<td>3. Premature evaluation is made on the basis of stereotyping.</td>
</tr>
<tr>
<td></td>
<td>1. No communication occurs.</td>
</tr>
<tr>
<td></td>
<td>2. Conflict remains unresolved and may escalate.</td>
</tr>
</tbody>
</table>
SKILLS UNIT 1: FACTORS AFFECTING COMMUNICATION

TOPIC: Communication Breakdown

OBJECTIVE: To identify barriers to communication

Name: ____________________
Class/Group: ________________

TASK 1.12

Consider the following statement:

'Kindly relinquish possession of your uniform before leaving the premises'.

The person who said this is using unnecessarily pompous language. The tone of language used is inappropriate for the situation.

The words we use to express meaning can be a barrier to communication.

A more pleasant and appropriate way to express this meaning would be:

'Please leave your uniform in the change rooms before leaving the kitchen'.

Read the following statements and

a) identify what the problem is with the communicator's tone
b) rephrase the statements so that communication breakdown does not occur.
1. 'If your payment is not here soon, we might have to take legal action'.

2. 'It is not company policy to allow a refund'.

3. 'The bill will be considerably more than you expect'.

4. 'If you do not wish to damage the contents, carry the box with care'.

5. 'We have never heard of a customer having that sort of problem with this appliance before'.

6. 'I can earn points towards a trip to New Zealand if you buy your wedding cake from me'.

7. 'Thank you for your letter confirming the arrival of five dozen eclairs we received by mail'.

8. 'The abovenamed person has stated that they were employed by your company. Please give us the following information:

   a) termination date
   b) reasons for termination
   c) any sick leave taken'.

9. 'Naturally if you don't read the instructions, you will not be able to expect the cook's uniforms to maintain their good appearance'.

10. 'Out tests showed that fifteen per cent of the matches failed to light'.
a) Problems with communicator's choice of words:

1. Communication tone is threatening.

2. Communicator is indifferent to receiver's needs. One would hope that company policy also reflects the intention to respond to client's needs.

3. The communicator's tone is self-designatory. There is surely no need to be apologetic. The size of the bill ought to have been discussed before this.

4. The communicator's tone is condescending. The audience has every right to be offended.

5. The communicator's tone is likely to make the audience feel defensive and also silly.

6. The communicator is self-seeking. His audience will not find this a motivating factor in making purchases.

7. The message is confusing because of a grammatical construction.

8. The communicator's tone is unnecessarily condescending.

9. The communicator's tone is unnecessarily condescending.

10. The communicator is using statistics to manipulate the audience. An 85% success rate may be excellent, given the unknown circumstances.
b) **Rephrasing**

Group discussion should produce a rephrasing of the statements along the following lines:

1. If full payment cannot be made within fourteen days of receiving this statement, please contact this office to make arrangements for part payment. If this is not done, legal proceedings will be undertaken by our company to recover the outstanding amount.

2. The company provides for exchange of goods or a cash refund.

3. As we discussed, the extra work necessary has resulted in a variation of our original quote.

4. Handle with care.

5. What is the problem?

6. Our wedding cakes meet your requirements of economy and tasteful presentation.

7. We have received your letter confirming the delivery of five dozen eclairs.

8. [Name] has been employed by your company. To enable us to make the necessary calculations in regard to superannuation, please let us have the following information.
   a) date the employment ceased
   b) reason for employment ceasing e.g. employee took another position, ill health.
   c) details regarding any sick leave.

9. To ensure that the cook's uniforms maintain their good appearance, you should follow the following instructions.

10. Fifteen percent of the matches did not light
    a) under normal conditions
    b) under adverse conditions.
TASK 1.13

Either write down, or use as points for group discussion, the ways in which you would avoid a communication breakdown in the following examples.

SITUATION 1

You have just yelled at, for the third day in a row, the new kitchen-hand whose prime task is peeling vegetables. The kitchen-hand doesn't seem to be able to do anything right and seems to become terribly nervous when you are about. You are about to yell again when a colleague draws you aside and says, 'Take it easy. Did you know that the new kitchen-hand is a deaf mute?'

How do you repair the damage you have done?

SITUATION 2

Your company is negotiating a delicate and potentially highly valuable export sales contract with a large Indian firm. To take your share of the hospitality responsibility, you decide to invite the Indian delegate to your home for a barbecue.

What should you find out about the delegate before the proposed barbecue?

SITUATION 3

You have been asked directions to the airport by Japanese tourists who obviously speak very little English.
ASSESSMENT: TASK 1.13

SITUATION 1

1. You apologise.
2. You try to avoid making premature judgements of people in future.
3. You reappraise your management style.
4. You learn methods of communication with the hearing impaired.

SITUATION 2

1. You determine the religious background and culture of the delegates, e.g. whether they are Hindu/Moslem/Christian, to avoid providing them with foods that are culturally unacceptable.
2. You determine as many other factors about the proposed visitors beforehand so that the social event can be as relaxed as possible (e.g. age interests).
3. You determine from your company whether any informal negotiations should occur or whether the event is to be entirely social.

SITUATION 3

1. Determine what form of transport they need to use (taxi, train, bus, walk).
2. Assist them in finding the appropriate transport.
3. Use maps and diagrams to make meaning clear.
SKILLS UNIT 1: FACTORS AFFECTING COMMUNICATION

TOPIC: Communication Breakdown

OBJECTIVE: To identify barriers to communication

<table>
<thead>
<tr>
<th>Name:</th>
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<tr>
<td>Class/Group:</td>
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</table>

**TASK 1.14**

Recall an uninteresting or ineffective talk you have listened to. List the factors that made it ineffective. Classify them under the headings given below:

**Factors that result in ineffective talks**

1. Factors to do with the speaker

2. Factors to do with the listener

3. Factors to do with the talk itself

4. Factors unrelated to the talk

Discuss the factors you identify in a small group.
Checklist of factors that result in ineffective talks:

1. **Factors to do with the speaker**
   - Tone of voice: monotonous, strident, contrived.
   - Volume of voice: too loud, too soft.
   - Irritating sub-vocalisation: 'ums', 'ahs', 'and that's', clearing the throat, obtrusive cough.
   - Failure to maintain eye contact with the audience.
   - Distracting non-verbal mannerisms used, e.g. excessive hand movements, hand over mouth, picking at face, or clothes, fiddling with objects such as pens.
   - Obvious lack of confidence/nervousness of presentation of speaker.
   - Personal appearance distractive (dull or too gaudy).

2. **Factors to do with the listener**
   - Preoccupation with other matters.
   - Nervousness/fear.
   - Premature evaluations and rejection of the talk/the speaker.
   - Limited listening skills.

3. **Factors to do with the talk itself**
   - Content inappropriate to audience.
   - Talk poorly planned, no introduction/content/conclusions evident.
   - No use of 'cues' to assist listening for key points.
   - Style of presentation did not maintain interest.
   - Active listening not encouraged/no use of questions.
   - Feedback not sought.
   - Poor use of technical aids.
   - Talk too long: longer than the average concentration span.

4. **Factors external to the talk**
   - Venue unsatisfactory - too hot/cold/crammed/stuffy, background noise, poor seating arrangement, uncomfortable chairs, bad lighting.
   - Constant interruptions - interjections from floor, baby crying, repair men, pneumatic drills nearby.
   - Poor acoustics - could not hear speaker.
   - Technical aids, e.g. projectors, overheads, did not work.
## SKILLS UNIT 1: FACTORS AFFECTING COMMUNICATION

### STANDARDS

| TASK 1.1 | Minimum of 15 non-verbal signals described by group | = Credit  
|          | 10 to 14 non-verbal signals described by group | = Pass  
|          | Less than 10 non-verbal signals described by group | = Not yet achieved  

| TASK 1.2 | 4 messages adequately described | = Credit  
|          | 3 messages adequately described | = Pass  
|          | Less than 3 messages adequately described | = Not yet achieved  

| TASK 1.3 | 6 or more factors indicated | = Credit  
|          | 4 to 5 factors indicated | = Pass  
|          | Up to 3 factors indicated | = Not yet achieved  

| TASK 1.4 | Questions 1-5 identifies all 4 effects correctly | = Credit  
|          | Q.1-5 identifies 3 effects correctly | = Pass  
|          | Q. 1-5 identifies less than 3 effects correctly | = Not yet achieved  

Question 6 provides at least 2 answers for all 4 feelings | = Credit  
Provides at least 1 answer for all 4 feelings | = Pass  
Provides 1 answer only for less than 4 feelings | = Not yet achieved  

| TASK 1.5 | Questions 1&2 | = Credit  
|          | 2 responses given | = Pass  
|          | 1 response given | = Not yet achieved  
|          | 0 response given | = Not yet achieved  

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### SKILLS UNIT 1: FACTORS AFFECTING COMMUNICATION

<table>
<thead>
<tr>
<th>Question 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4 or more factors identified</td>
<td>= Credit</td>
</tr>
<tr>
<td>3 factors identified</td>
<td>= Pass</td>
</tr>
<tr>
<td>Less than 3 factors identified</td>
<td>= Not yet achieved</td>
</tr>
</tbody>
</table>

**TASK 1.6** Self-assessment only

**TASK 1.7**

<table>
<thead>
<tr>
<th>3 or more factors identified</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>2 factors identified</td>
<td>= Credit</td>
</tr>
<tr>
<td>1 factor identified</td>
<td>= Pass</td>
</tr>
</tbody>
</table>

**TASK 1.8** Self-assessment only

**TASK 1.9**

| If you answered 'NO' to        |   |
| 8 or more                      | = Credit  |
| 6 or 7                         | = Pass    |
| 5 or less                      | = Not yet achieved |

**TASK 1.10**

**Situation 1**

<table>
<thead>
<tr>
<th>Option 3 (supported by valid reasoning)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>= Credit</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Option 2 (supported by valid reasoning)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>= Pass</td>
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</table>

<table>
<thead>
<tr>
<th>Option 1</th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>= Not yet achieved</td>
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</tbody>
</table>

**Situation 2**

<table>
<thead>
<tr>
<th>3 or more reasons given</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2 reasons given</td>
<td>= Credit</td>
</tr>
</tbody>
</table>

| 1 reason given                        | = Pass    |

**Situation 3**

<table>
<thead>
<tr>
<th>8 or more responses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6-7 responses</td>
<td>= Credit</td>
</tr>
</tbody>
</table>

| 5 or less                             | = Pass    |

|                                         | = Not yet achieved |
## SKILLS UNIT 1: FACTORS AFFECTING COMMUNICATION

<table>
<thead>
<tr>
<th>TASK 1.11</th>
<th>6 or more categories adequately described</th>
<th>= Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4 or 5 categories adequately described</td>
<td>= Pass</td>
</tr>
<tr>
<td></td>
<td>Less than 4 categories adequately described</td>
<td>= Not yet achieved</td>
</tr>
</tbody>
</table>

| TASK 1.12 CAUSES | At least 8 possible breakdowns identified | = Credit |
|                  | 6 or 7 possible breakdowns identified    | = Pass   |
|                  | Less than 6 possible breakdowns         | = Not yet achieved |

### REPHRASING

| At least 8 statements adequately restated to avoid communication breakdown | = Credit |
| 6 or 7 statements adequately restated to avoid communication breakdown | = Pass |
| Less than 6 statements adequately restated to avoid communication breakdown | = Not yet achieved |

| TASK 1.13 | All 3 case studies adequately analysed | = Credit |
|           | 2 case studies adequately analysed     | = Pass   |
|           | 1 case study adequately analysed       | = Not yet achieved |

| TASK 1.14 | At least 4 in each category (i.e. 16 factors) | = Credit |
|           | At least 3 in each category (i.e. 12 factors) | = Pass |
|           | At least 2 in each category (i.e. 8 factors) | = Not yet achieved |
SKILLS UNIT 2: COMMUNICATING WITH CUSTOMERS

TOPICS: HANDLING COMPLAINTS AND DISAGREEMENTS

CUSTOMER RELATIONS AND SALES

SELLING SKILLS

OBJECTIVES: HANDLING COMPLAINTS & DISAGREEMENTS

- to recognise effective ways to overcome customers' complaints and disagreements
  (Tasks 2.1, 2.2, 2.3)

- to identify effective ways to communicate with customers
  (Tasks 2.4, 2.5, 2.6, 2.7, 2.8)

CUSTOMER RELATIONS AND SALES

- to identify factors that influence customer needs and expectations
  (Tasks 2.9, 2.10)

- to identify factors imposing constraints on menu planning
  (Tasks 2.11, 2.12)

- to identify factors involved in planning a function
  (Task 2.13)

- to evaluate critically the suitability of planned menus
  (Task 2.14)
SELLING SKILLS

. to recognise the features of the language of promoting or selling a product/service
(Tasks 2.15, 2.16, 2.17)

. to produce effective responses to customers when promoting or selling a product/service
(Tasks 2.18, 2.19)

. to demonstrate an ability to use language effectively to promote or sell a product/service
(Tasks 2.20, 2.21)
NOTES FOR TEACHERS AND TRAINERS

HANDLING COMPLAINTS & DISAGREEMENTS:

Task 2.1

Students are given 6 instances of client discomfort and are asked to choose appropriate responses.

Task 2.2

This task follows on from Task 2.1 and requires students to make a list of procedures for staff to follow in the event of customer discomfort/complaint.

Task 2.3

Students are asked to read samples of responses to customer complaints and analyse these responses.

Task 2.4

Students are given 6 cartoons illustrating a customer making a complaint and are asked to provide an appropriate response. This task ties in with Task 2.3.

Task 2.5

Students are given a complex situation and asked to respond to the customer's complaints. Teachers/trainers may, if they wish, record the situation and present it to students on tape.

Task 2.6

Students are given a situation (dialogue between manager and customer) and asked to analyse the effectiveness of the communication that took place. Teachers/trainers may, if they wish, record this dialogue and present it to students on tape.
NOTES FOR
TEACHERS AND
TRAINERS
(Cont'd)

| Task 2.7 | Group discussion requiring students to discuss ways of dealing with difficult situations. |
| Task 2.8 | Role play situations described in Task 2.7. This task requires the student to demonstrate both verbal and non-verbal communication skills. Teachers may wish to select a few situations from Task 2.7 for this role play activity rather than doing them all. |

CUSTOMER RELATIONS AND SALES

| Task 2.9 | Students are asked to think about and anticipate customer's needs based on their cultural backgrounds. |
| Task 2.10 | Students are asked to think about and anticipate customer's needs based on their circumstances/situation. |
| Task 2.11 | Students are asked to think about and name factors that impose constraints on menu planning in general. |
| Task 2.12 | Students are given a specific situation and asked to identify factors that impose constraints on menu planning. Teachers may develop this task further by arranging for students to visit local lunch venue(s) and then analyse in a similar way the factors that impose constraints. |
Task 2.13
Students are asked to plan a function taking into account the special circumstances of the customers and the budgetary constraints.

Teachers may wish to change the situation to better suit the training needs of the students.

Task 2.14
Students are given descriptions of three lunch venues and asked to evaluate critically the suitability of the menu.

Teachers may develop this task further by asking for students to choose 2 or 3 local restaurants/bistros/coffee shops/pubs and compare how each attracts customers.

SELLING SKILLS

Task 2.15
Students are asked to think about the characteristics of the language that is used when trying to promote or sell a product/service.

Task 2.16 & 2.17
Students are given samples of common statements made by staff and asked to analyse whether or not their statements would lead to a sale.

Task 2.18 & 2.19
Students are asked to produce statements that convince/persuade customers to buy a product/service.
Task 2.20

This is a writing task. Students are asked to read the descriptions of 5 restaurants and produce media releases promoting each establishment.

Task 2.21

Students are asked to role-play customer-employee situations in which the employee is trying to sell a product/service.

RELATED SKILLS FACTORS AFFECTING COMMUNICATION

UNITS

COMMUNICATING IN THE WORKPLACE

(Skills Unit 1)

(Skills Unit 3)
SKILLS UNIT 2: COMMUNICATING WITH CUSTOMERS
TOPIC: Handling Complaints & Disagreements
OBJECTIVE: To recognise effective ways to overcome customers' complaints and disagreements

Name: __________________________
Class/Group: ____________________

TASK: 2.1

Read the following descriptions of six different situations involving client discomfort. Decide on the best possible response to each situation. For most questions you simply tick YES or NO depending upon whether you think it should or should not be done. You also can write additional answers that are your own suggestions for later discussion in group sessions.

Situation 1

Andrew is an apprentice waiter. One night when he is on duty, the flambe bananas he is serving burn his client's hands when Andrew bumps into one of the chairs and nearly loses his balance. The client becomes very upset.

What should Andrew do?

(a) Andrew should remain calm and apply cold water swiftly to the client's burnt hands.  YES  NO

(b) Andrew should apologise profusely, and accept full responsibility for the accident.  YES  NO

(c) Andrew should think before he speaks, giving careful consideration to the legal implications of what he says for both himself and the restaurant.  YES  NO
**TASK 2.1 (Cont'd)**

(d) Andrew should apologise, should take immediate steps to alleviate his client's distress, and should call in his supervisor to take control of the situation.  

(e) Andrew should apologise profusely and stress that the restaurant takes full blame for the accident.  

(f) Other

---

**Situation 2**

Joylene is an apprentice pastry cook. She works for a small business called Peppy's Home Made Cakes, and the expectation is that all staff must spend some time working in the shop as well as in the bakehouse. One very busy Saturday morning when Joylene is on duty, an irate customer appears demanding her money back on 2 dozen vanilla slices she bought yesterday, claiming they were off. Having bought them for a party at work, she also feels she has lost face and so, apart from wanting a cash reimbursement, she expresses her intention to take the matter to the Health Department, she has left the slices at home because she plans to use them as 'evidence' with the Department.

What are appropriate steps for Joylene to take?  

YES  NO

(a) Tell the woman that it is not shop policy to give refunds.  

(b) Tell the woman that it is not shop policy to give a refund, but she is welcome to select a further 2 dozen vanilla slices or equivalent value goods in stock.  

(c) Explain to the customer that vanilla slices have an extremely short shelf life owing to the custard content and this may be the cause for their rapid deterioration after they had been purchased. Therefore, she is not entitled to either a refund or exchange.
TASK 2.1 (Cont’d)

(d) Offer the cash refund with the proviso that she not take the matter to the Health Department.

(e) Explain that it is not company policy to give cash refunds, but you will give her a further 2 dozen vanilla slices or equivalent value goods on the proviso that she not take the matter to the Health Department.

(f) Tell the woman she must bring the goods back if she wants a refund.

(g) Explain that vanilla slices have a very short shelf life owing to the custard content and that factors after they had been purchased are very likely to have caused the rapid deterioration.

(h) Explain as in (g) above but offer-replacement goods anyway.

(i) Other appropriate steps for Joylene to take are:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Situation 3

Geoffrey is an apprentice cook at Glow Worm’s All Night Quality Diner. While he is completing his share of customer service, he serves a young man who, he believes, paid with a $10 note. However, on being given his change the young man becomes extremely angry and insists that he gave a $50 note. He knows the client BEFORE the young man paid with a $50 note and the other three $50 bills in the till are from customers he can identify.

What should Geoffrey do?

(a) Geoffrey should not argue. He should simply give the young man the outstanding amount.

(b) Geoffrey must check through whatever methods Glow Worms use to document all transactions and the amount of money in the till can be accounted for.
**TASK 2.1 (Cont'd)**

(c) Geoffrey should be able to locate the $10 bill the customer gave him, as it is Glow Worm's practice not to place notes in the till with the rest of the money until the transaction is finalised.

(d) Geoffrey should call the police.

(e) Geoffrey should follow Glow Worm's policy in regard to this.

(f) Any other responses that Geoffrey should make:

---

**Situation 4**

Rachel is acting as reception clerk at Rafael's Hotel Motel. A departing guest produces his credit card to settle his account, but when Rachel rings the credit card clearance number she discovers that the credit limit is overspent, that the account is in arrears and that no further credit is available. The client owes quite a lot of money to Rafael's.

What should Rachel do?

(a) Call the police.

(b) Call the manager to handle the matter.

(c) Inform the guest politely that it is not possible to accept his credit card and request a different form of payment.

(d) Believe the client when he says he has just made a payment on the credit card but that it obviously has not been registered yet, and so therefore accept the credit card.

(e) Follow established policy as to what to do.
**TASK 2.1 (Cont’d)**

(f) Insist on cash only.

(g) List any other acceptable responses:

- 
- 
- 

**Situation 5**

Hazel is on duty as cook late one night for Harry Snapper’s Dial-a-Gourmet-Fish-Dish. Because Harry is out making a delivery, Hazel has to take calls for orders. A Mr Fishwyck rings up, and is most irate because an order he placed at 5.30 p.m. to be delivered at 10.00 p.m. has not yet arrived. It is now 11.00 p.m. Hazel checks the order book but there is no order from a Mr Fishwyck to be found, and Harry is not due back for at least 15 minutes. What should Hazel do?

(a) Apologise for not having made the delivery and explain that she is not normally responsible for taking orders and that the order book is a bit of a mess.

(b) Explain that the person who normally takes the orders is out on deliveries and will be back in 15 minutes and that you will ask them to check the order book and ring them back, because you know nothing about it.

(c) Apologise for the inconvenience, take the order, guarantee delivery as soon as the delivery clerk returns, and make no charge.

(d) Explain that you are not normally responsible for taking orders, and the fact that you cannot find the order may be due to this, and that the other clerk is out on deliveries. However, you will take the order now so that it is ready for delivery as soon as the delivery clerk returns.

(e) Apologise for the inconvenience that Mr Fishwyck has felt.
TASK 2.1 (Cont’d)

(f) Apologise, but say that it’s too late in the evening to take orders now (Hazel won’t get paid overtime).

(g) Any other responses Hazel could make:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Situation 6

In small groups of 3-4, each member is to recount and analyse one experience with an unhappy customer, explaining steps that were taken to overcome the customer’s discontent. Three indications are to be given to demonstrate why the procedure adopted was effective.

OR

Three procedures are to be suggested (with justification) which should be more effective than the procedures that were adopted (if the student feels that these were ineffective or was unsure of the outcome).
**Task 2.1 (Note: This Task is for self-assessment only)**

<table>
<thead>
<tr>
<th>Situation</th>
<th>Description</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Situation 1</strong></td>
<td>Andrew and the flambé banana 'disaster'</td>
<td>(a) YES, (b) NO, (c) YES, (d) YES, (e) NO</td>
</tr>
<tr>
<td><strong>Situation 2</strong></td>
<td>Joylene and the 'poisonous' vanilla slices</td>
<td>(a) NO, (b) YES, (c) NO, (d) NO, (e) NO, (f) NO, (g) YES, (h) YES, (i) (refer group consensus)</td>
</tr>
<tr>
<td><strong>Situation 3</strong></td>
<td>Geoffrey and the 'sting'</td>
<td>(a) NO, (b) YES, (c) YES, (d) NO, (e) YES, (f) (refer group consensus)</td>
</tr>
<tr>
<td><strong>Situation 4</strong></td>
<td>Rachel and the 'insolvent guest'</td>
<td>(a) NO, (b) YES, (c) YES, (d) NO, (e) YES, (f) NO, (g) (refer group consensus)</td>
</tr>
</tbody>
</table>
ASSESSMENT: TASK 2.1 (Cont'd)

Situation 5 Hazel and the 'missing fish'

(a) NO  
(b) NO  
(c) NO  
(d) YES  
(e) YES  
(f) NO  
(g) (refer group consensus)

* These answers are suggestions only, the directions the group discussions take will inevitably produce new and different answers in some situations. Therefore STANDARDS have not been set.
SKILLS UNIT 2: COMMUNICATING WITH CUSTOMERS

TOPIC: Handling Complaints & Disagreements

OBJECTIVE: To recognise effective ways to overcome customers' complaints and disagreements

Name: ____________________
Class/Group: ________________

TASK: 2.2

Look at the situations described in Task 2.1 and make a list of standard procedures for staff to follow to ensure minimal customer discomfort and cause for complaint in these situations.

<table>
<thead>
<tr>
<th>Procedures to follow</th>
</tr>
</thead>
<tbody>
<tr>
<td>If a customer is injured</td>
</tr>
<tr>
<td>If a customer complains about quality of goods sold</td>
</tr>
<tr>
<td>If a customer complains he/she did not receive correct change</td>
</tr>
<tr>
<td>If a customer tries to pay an account using a credit card that is overspent</td>
</tr>
<tr>
<td>If a customer does not receive goods he/she has ordered</td>
</tr>
</tbody>
</table>
ASSESSMENT: TASK 2.2 (This TASK is for group assessment)

The following answers are a guide. Group discussions may produce new and different answers.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Standard Procedures to follow</th>
</tr>
</thead>
</table>
| If customer is injured                              | . attend to injury  
|                                                     | . apologise                                                      |
|                                                     | . inform manager                                                   |
| If customer complains about quality of goods         | (May depend on policy of each establishment)                                                                 |
|                                                     | . offer replacement goods                                           |
|                                                     | . explain the reason for poor quality/deterioration                 |
| If customer claims he/she did not receive correct change | . do not place money in till until customer has received receipt of any change owing |
|                                                     | . check money in till against receipts to see they balance         |
| If a customer tries to pay an account using a credit card that is over spent | . inform manager                                                   |
|                                                     | . request different form of payment                                  |
| If a customer does not receive the goods he/she has ordered | . apologise for inconvenience                                      |
|                                                     | . take the order and tell customer when he/she can expect delivery  |
SKILLS UNIT 2:  COMMUNICATING WITH CUSTOMERS
TOPIC:  Handling Complaints & Disagreements
OBJECTIVE:  To recognise effective ways to overcome customers' complaints and disagreements

TASK 2.3

The following are 10 responses to a client complaint. In the box beside each response write:

SL  if the response has demonstrated SYMPATHETIC LISTENING

A  if the response indicates that authoritative and quick ACTION will be taken

F  if the response indicates that the complaint has been FOLLOWED UP

Some response may contain more than one answer, e.g. this answer indicates that the response illustrates SYMPATHETIC LISTENING and ACTION

SL A
<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Certainly madam. I will take your request to the Maitre D' immediately.</td>
<td></td>
</tr>
<tr>
<td>2. Is the replacement entrée to your satisfaction sir?</td>
<td></td>
</tr>
<tr>
<td>3. I understand how you must have felt. A similar thing happened to me recently. I'm glad everything has been sorted out.</td>
<td></td>
</tr>
<tr>
<td>4. It's clear from what you've both told me that you'd prefer the window closed. I'll ask the maintenance manager to arrange it before your next course.</td>
<td></td>
</tr>
<tr>
<td>5. The Manager has assured me that as soon as she has contacted the supplier she will telephone you with an explanation. Will that be satisfactory?</td>
<td></td>
</tr>
<tr>
<td>6. Thank you sir. Now let me repeat what you've just said to make sure I've got it right.</td>
<td></td>
</tr>
<tr>
<td>7. Yes madam. The Manager has been informed and is on her way.</td>
<td></td>
</tr>
<tr>
<td>8. That's true. I would have been annoyed too.</td>
<td></td>
</tr>
<tr>
<td>9. Does that summarise what you've said sir? Madam? I'm sorry this has happened. It must be quite upsetting.</td>
<td></td>
</tr>
<tr>
<td>10. It certainly seems as if you have had an unpleasant experience.</td>
<td></td>
</tr>
<tr>
<td>RESPONSE NUMBER</td>
<td>ANSWER CODE</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------</td>
</tr>
<tr>
<td>1</td>
<td>A</td>
</tr>
<tr>
<td>2</td>
<td>F</td>
</tr>
<tr>
<td>3</td>
<td>SL</td>
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<tr>
<td>4</td>
<td>SL/A</td>
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<tr>
<td>5</td>
<td>A/F</td>
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<tr>
<td>6</td>
<td>SL</td>
</tr>
<tr>
<td>7</td>
<td>A</td>
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<tr>
<td>8</td>
<td>SL</td>
</tr>
<tr>
<td>9</td>
<td>SL</td>
</tr>
<tr>
<td>10</td>
<td>SL</td>
</tr>
</tbody>
</table>
SKILLS UNIT 2: COMMUNICATING WITH CUSTOMERS

TOPIC: Handling Complaints & Disagreements

OBJECTIVE: To identify effective ways to communicate with customers

---

**TASK 2.4**

Each of the following six cartoons illustrates a customer complaint. You are to supply a response to each complaint which indicates:

a) that you have understood the nature of the complaint.

b) that you can respond effectively to a customer complaint.

Write your response in the blank 'balloon' on each cartoon.

**NOTE:** ASSUME IN EACH CARTOON THAT THE RESPONDER IS AN EMPLOYEE AND NOT THE PERSON DIRECTLY RESPONSIBLE FOR THE PROBLEM.
TASK 2.4 (Cont'd)

1.

WAITER! THERE'S A FLY IN MY SOUP!
... AND THEN THE WIDGET SEIZED UP AND THAT'S NEVER HAPPENED BEFORE AND THAT CAUSED THE VALVE TO RATTLE AND YOU'VE NEVER HEARD SO MUCH NOISE. IT WOKE THE BABY, AND HE STARTED CRYING, AND THEN TO TOP IT ALL OFF.....
TASK 2.4 (Cont'd)

3.

"This is the second time I've had to bring it back. I won't be happy until I know it's been fixed properly!"
TASK 2.4 (Cont’d)

4.

THAT'S ALL VERY WELL BUT WHO'S GOING TO SEE THAT IT DOESN'T HAPPEN AGAIN?
NOW YOU KNOW. THIS IS WHAT I DID NOT WANT TO HAPPEN, NOT TONIGHT ESPECIALLY. IT'S RUINED MY BIRTHDAY.
This is the third time this week I've complained about this fault. I'm beginning to think that your company doesn't care about its products or its customers.
Whilst the exact scripting of a 'correct' reply is impossible, the following responses meet the two stated requirements.

**CARTOON 1** [Most of us will be familiar with the classic reply: "Not so loud sir. Everyone will want one!" This is witty but not particularly helpful].

An appropriate response would be:

"I'm very sorry sir. I'll have your soup replaced immediately."

This response illustrates **ACTION** and it is action that is needed in this situation.

**CARTOON 2**

An appropriate response would be:

"There are clearly a number of problems sir. I'll report them to ...... who will deal with them straight away."

This response illustrates **SYMPATHETIC LISTENING** and **ACTION**.

**CARTOON 3**

An appropriate response would be:

"I will inform the [Manager/Supervisor/etc] madam, and the Service Manager will contact you when it is fixed."

This response illustrates **ACTION** and **FOLLOW-UP**.

**CARTOON 4**

An appropriate response would be:

"The person responsible will be informed immediately madam."

This response illustrates **ACTION**.
CARTOON 5

An appropriate response would be:

"I do understand and it is clearly most upsetting for you. I will try to get things sorted out straight away."

This response illustrates SYMPATHETIC LISTENING and ACTION.

CARTOON 6

An appropriate response would be:

"I'm sorry you have had to complain more than once sir. If you repeat your complaint to me I will inform the [Manager/Supervisor/etc] immediately."

This response illustrates SYMPATHETIC LISTENING and ACTION.
SKILLS UNIT 2: COMMUNICATING WITH CUSTOMERS
TOPIC: Handling Complaints & Disagreements
OBJECTIVE: To identify effective ways to communicate with customers

Name: ____________________________
Class/Group: ______________________

TASK 2.5

You are the manager at the 'Fish-on-the-Rocks' restaurant. You are called to a customer's table. Even before you get there it is clear that the patrons are displeased. The person at the head of the table speaks:

"And about time too! We were beginning to wonder if we would get any satisfactory service at all here tonight. First we were put near a table of smokers. I thought all restaurants had banned smoking months ago. Secondly my mother-in-law tripped over your stupid front step and broke the heel off her shoe. One hundred and forty dollars! Thirdly the chef had the cheek to refuse to serve the oysters. We enjoy our oysters. He had some story about a broken refrigerator or something. You'd think a place like this would keep its equipment up to scratch. Then, to top it all off, there were five too many candles on my mother-in-law's birthday cake. She is quite distressed and I am very annoyed."

What do you say?
Whilst the exact scripting of a 'correct' reply is impossible, any response to a complaint such as this must clearly contain the three elements which are vital to handling customer complaints.

The three elements are:

1. **SYMPATHETIC LISTENING** e.g. I can understand how you must feel.

2. **ACTION** e.g. We have sent out for fresh oysters. We were not prepared to take the slightest chance with the ones in the broken refrigerator.

3. **FOLLOW-UP** e.g. I'm afraid we do allow smoking but I will see if I can find you another table.
SKILLS UNIT 2: COMMUNICATING WITH CUSTOMERS
TOPIC: Handling Complaints & Disagreements
OBJECTIVE: To identify effective ways to communicate with customers

Name: ________________
Class/Group: ________________

TASK 2.6

SITUATION

Tyron Boslick is an international stage celebrity staying as a guest at the hotel where you work on reception. You overhear the following conversation between Mr Boslick and the Front Office Manager. The conversation takes place at the reception desk:

Boslick: Good Evening, look I just tried to call you from my suite . . ."
Manager: (interrupting) "Room Number, Sir!"
Boslick: "1801"
Manager: (typing in '1801' in the computer terminal) OK! YES! Mr Boslick how can I help you?
Boslick: My phone isn't working and . . ."
Manager: (interrupting) "I'll have someone attend to it immediately."
Boslick: That's only part of the problem! This afternoon when I returned to my room, the door was ajar and some things had been taken from a bag in the room! I don't know whether room service left the door open or whether someone burgled the room."
Manager: Mr Boslick, you should have reported this immediately. What time . . ."
Boslick: (angry) Look! I had a engagement to attend and the things taken were small and inexpensive."
Manager: This afternoon's room service staff have finished their shifts. I won't be able to find out if anyone saw anything until tomorrow. Do you want me to notify the police? I don't suppose you want any fuss. Do you have a safe deposit box Mr Boslick?"

1. What was Boslick attempting to tell the manager?
**TASK 2.6 (Cont'd)**

2. How successful was Boslick in getting his information across?

3. Discuss whether you feel the manager understood Boslick's problem?

4. Check the manager's listening behaviour against the following statements.

The Manager:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Can't Say</th>
</tr>
</thead>
<tbody>
<tr>
<td>showed a friendly attitude</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>gave Boslick his/her undivided attention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>didn't interrupt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>didn't argue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>re-stated the main ideas to show he/she understood</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>asked for clarification of facts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>set out a course of action following the discussion</td>
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</tbody>
</table>
5. Based on your assessment of the situation (from Questions 1-3) and the manager's listening behaviour (from Question 4), what advice would you give to the manager about the way he communicates with customers. Outline your ideas in point form.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
1. Boslick was attempting to tell the Manager that he suspected that his room had been broken into, and some goods had been taken.

2. Boslick was moderately successful; he had to be persistent because the Manager kept anticipating what Boslick was going to say, rather than listening to Boslick's enquiry.

3. The Manager did not understand Boslock's problem; he was too concerned with his own job and the possible inconvenience that Boslick might cause him.

4. The Manager:

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Can't Say</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>set out a course of action following the discussion</td>
<td></td>
<td></td>
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</tbody>
</table>

5. The Manager should be advised to:
   - listen to complaints and get all the information
   - ask questions to clarify information
   - repeat the message so as to check understanding.
SKILLS UNIT 2: COMMUNICATING WITH CUSTOMERS

TOPIC: Handling Complaints & Disagreements

OBJECTIVE: To identify effective ways to communicate with customers

Name: 
Class/Group: 

TASK 2.7

In a group discussion session each member of the group provides, in turn, one right way and one wrong way of dealing with the following potentially difficult situations with customers. Decisions to take the recommended actions should be justified in each case.

1. A client who refuses the food or wine served.

   Right way of responding: ________________________________

   ________________________________

   Wrong way of responding: ________________________________

   ________________________________

2. A drunk customer who is demanding another drink.

   Right way of responding: ________________________________

   ________________________________

   Wrong way of responding: ________________________________

   ________________________________
TASK 2.7 (Cont'd)

3. An angry customer who is being aggressive to other guests.
   Right way of responding: ________________________________
   ________________________________
   Wrong way of responding: ________________________________
   ________________________________

4. A small child who persists in running around the tables, to the obvious annoyance of other patrons and whose parents seem oblivious to the fact that the child is a nuisance.
   Right way of responding: ________________________________
   ________________________________
   Wrong way of responding: ________________________________
   ________________________________

5. An improperly attired client who is insisting on admittance.
   Right way of responding: ________________________________
   ________________________________
   Wrong way of responding: ________________________________
   ________________________________

6. A client who refuses to pay, on the basis that the charges are 'exorbitant'.
   Right way of responding: ________________________________
   ________________________________
   Wrong way of responding: ________________________________
   ________________________________
TASK 2.7 (Cont'd)

7. A client who wishes to complain about service/costs/other guests/the establishment to you.

Right way of responding: 

Wrong way of responding: 

8. A distressed client, after you have spilled coffee/food in his/her lap.

Right way of responding: 

Wrong way of responding: 

ASSESSMENT: TASK 2.7 (Note: This TASK is for group or self-assessment)

A range of responses are possible.

**Right** responses should include the following, as appropriate:

(a) Find out discreetly what is the problem.

(b) Find out tactfully what is the problem.

(c) Remember that the customer is always right - don't argue.

(d) Confer with your supervisor if there is any possibility of your not being able to handle the situation.

(e) Ensure that you know what standard procedures (if any) have been established for hypothetical situations.

(f) Offer an alternative course of action that is acceptable to the client.

**Wrong** responses include the following:

(a) Speak loudly, bluntly, threaten.

(b) Touch customer.

(c) Call over head waiter/supervisor in a way which draws attention.

(d) Make demands that causes customer to 'lose face'.

(e) Insist any mistake was customer's fault.
SKILLS UNIT 2: COMMUNICATING WITH CUSTOMERS
TOPIC: Handling Complaints & Disagreements
OBJECTIVE: To identify effective ways to communicate with customers

<table>
<thead>
<tr>
<th>Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Class/Group:</td>
<td></td>
</tr>
</tbody>
</table>

TASK 2.8

1. Imagine you are a waiter in the à la carte dining room of a five-star hotel. Which of the situations in Task 2.7 would you handle on your own and which of these should be dealt with by the manager of the restaurant?

2. (a) In pairs, choose one of these situations and role play.

   Remember that communication involves both verbal and non-verbal aspects.

   (b) Other members of the group should comment on how effectively students communicated with customers using the following checklist as a guide.
**TASK 2.8 (Cont'd)**

**CHECKLIST**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Employee used language that was tactful, courteous</td>
</tr>
<tr>
<td>2.</td>
<td>Employee's body language was appropriate</td>
</tr>
<tr>
<td>3.</td>
<td>Employee demonstrated sympathetic listening</td>
</tr>
<tr>
<td>4.</td>
<td>Employee took appropriate action</td>
</tr>
<tr>
<td>5.</td>
<td>Employee took follow-up action</td>
</tr>
<tr>
<td>6.</td>
<td>Employee followed standard procedures</td>
</tr>
<tr>
<td>7.</td>
<td>Other</td>
</tr>
</tbody>
</table>

______________________________

______________________________

______________________________
ASSESSMENT: TASK 2.8 (This TASK is for group assessment)

1. This may be open to discussion. However, situations 1, 3, 6 and 7 may be best dealt with by the manager.

2. Students may wish to add to the checklist and evaluate each other on how well they performed using the items on the checklist as a guide.
SKILLS UNIT 2: COMMUNICATING WITH CUSTOMERS

TOPIC: Customer Relations and Sales

OBJECTIVE: To identify factors that influence customer needs and expectations

Name: ____________________
Class/Group: ____________________

TASK 2.9

Note: This task can be completed individually, or in small groups as a discussion exercise.

Visitors to Australia from overseas countries come from a variety of cultural backgrounds. The needs of, for example, Japanese, American, Moslem, Chinese and European tourists may vary markedly.

It would be impossible to know exactly what each customer requires by way of service, but we can make certain general assumptions about people's needs because of their backgrounds.

Effective customer service requires staff anticipating these needs. A principal need of overseas customers is the need for information: for example, information about the availability of appropriate food and beverages.

In the following table, list the food and beverage needs for each of the six broad cultural groups listed. If you think there is no special need, indicate this also.
<table>
<thead>
<tr>
<th>Cultural Group</th>
<th>Food Need</th>
<th>Beverage Need</th>
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<tr>
<td>Hindu</td>
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</tbody>
</table>
The following is a guide to acceptable answers.

<table>
<thead>
<tr>
<th>Cultural Group</th>
<th>Food Need</th>
<th>Beverage Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japanese</td>
<td>may require Japanese cuisine</td>
<td>no special beverage need</td>
</tr>
<tr>
<td>Moslem</td>
<td>no pork; special meat preparation needs (e.g. Halal)</td>
<td>no alcohol</td>
</tr>
<tr>
<td>American</td>
<td>may require American style food</td>
<td>may expect glass of water with meal</td>
</tr>
<tr>
<td>Chinese</td>
<td>may require rice at each meal</td>
<td>no special beverage need</td>
</tr>
<tr>
<td>Jewish</td>
<td>may require Kosher food; no pork</td>
<td>no special beverage need</td>
</tr>
<tr>
<td>Hindu</td>
<td>no beef; may be vegetarian</td>
<td>may not drink alcohol</td>
</tr>
</tbody>
</table>
SKILLS UNIT 2: COMMUNICATING WITH CUSTOMERS

TOPIC: Customer Relations and Sales

OBJECTIVE: To identify factors that influence customer needs and expectations

Name: _______________________
Class/Group: __________________

**TASK 2.10**

Note: This task can be completed individually, or in small groups as a discussion exercise.

When anticipating a customer's needs and expectations, it is useful to take into account the customer's circumstances (for example, the reason for their stay in your town/city/country), as well as their cultural backgrounds. For example knowing that Mr and Mrs Koh are Chinese business people from Taiwan may enable you to anticipate and adapt the service and information you provide for them.

You are the guest services clerk at a major hotel in Sydney. Read the 'guest descriptions' provided (1 to 7) and based on each person's/group's situation, describe in general terms:

a. what you might expect them to be like.

b. any specific needs/requirements they might have for information services.

c. any expectation they might have about the way in which information and service should be delivered by you.
**TASK 2.10 (Cont'd)**

For example:

**Guest Description**

An elderly Greek couple travelling overseas for the first time, en route to visiting relations in another major city.

a. may have problems with English language; may be conservative in taste; may require easily available food and shops.

b. may have specific dietary needs; may need assistance with communication; help with luggage, transport and forward arrangements.

c. friendliness; personalised attention; translation.

1. A West German businessman on a tight business schedule in Sydney for three days.

a. ____________________________________________________________

b. ____________________________________________________________

c. ____________________________________________________________

2. A party of Japanese honeymoon couples (20 persons) in Australia for ten days.

a. ____________________________________________________________

b. ____________________________________________________________

c. ____________________________________________________________
TASK 2.10 (Cont'd)

3. A delegation of three persons from the Government of Fiji in Sydney for one week to have meetings with senior government officials at the hotel.
   a. 
   
   b. 
   
   c. 

4. A Singaporean businesswoman waiting to be called for heart surgery at a leading Sydney Hospital.
   a. 
   
   b. 
   
   c. 

5. A retired American couple on a world tour.
   a. 
   
   b. 
   
   c. 

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6. A party of five members of the Islamic faith in Sydney, en route to a religious convention.
   a. 
   b. 
   c. 

7. A grazier, his two sons and daughter from outback Western Australia, in Sydney for the first time, on holidays.
   a. 
   b. 
   c. 

TASK 2.10 (Cont'd)
ASSESSMENT: TASK 2.10

The following answers offer a guide to acceptable answers.

Answers to this task will vary. The accuracy of each answer is not vital. What is important is the identification by the student or group of students that each guest's needs should be considered individually.

1. A West German businessman on a tight business schedule in Sydney for three days.
   a. effective, direct, dealings; requiring punctuality.
   b. access to information services (telex, fax, phone); business services (secretarial assistance); entertainment guide.
   c. prompt attention to detail.

2. A party of Japanese honeymoon couples (20 persons) in Australia for ten days.
   a. may experience communication difficulty because of language; may require direction, organisation if not available through tour leader.
   b. city map, guides in Japanese; information about translation services.
   c. polite service; expectation of Japanese translation.

3. A delegation of three persons from the Government of Fiji in Sydney for one week to have meetings with senior government officials at the hotel.
   a. hospitality.
   b. access to information about protocol, business services and other services offered by hotel.
   c. need for discretion on the part of hotel staff.
4. A Singaporean businesswoman waiting to be called for heart surgery at a leading Sydney Hospital.
   a. may have language difficulty; may require specialised attention; may desire access to information in room.
   b. may have special dietary needs; require information about health services; access to information services.
   c. non-intrusive.

5. A retired American couple on a world tour.
   a. relaxed, open.
   b. tours, sights, restaurants, shopping guides.
   c. informed, efficient and polite manner.

6. A party of five members of the Islamic faith in Sydney, en route to a religious convention.
   a. discreet; may have language problems; may require individualised attention.
   b. geographic orientation for praying; location of mosques; special food and beverage requirements; location of specialist restaurants.
   c. discreet, courteous.

7. A grazier, his two sons and daughter from outback Western Australia, in Sydney for the first time, on holidays.
   a. relaxed, open yet wary of city.
   b. range of entertainment, maps, tour guides.
   c. courteous.
SKILLS UNIT 2: COMMUNICATING WITH CUSTOMERS

TOPIC: Customer Relations and Sales

OBJECTIVE: To identify factors imposing constraints on menu planning

Name: _______________________
Class/Group: _______________________

TASK 2.11

In general terms, the needs and expectations of customers determine the style of menu to be presented in a given restaurant. There are, however, additional constraints which relate specifically to the operation and capacity of the restaurant which need to be considered when planning menus. (Throughout this task it is assumed that you have determined the type of menu to be presented ie: table d'hote; a la carte; specific function).

1. Name one financial constraint that customers impose on the planning of a menu.

__________________________________________________________________________

__________________________________________________________________________

2. Name one financial constraint that is imposed by the restaurant in the planning of its menu.

__________________________________________________________________________

__________________________________________________________________________

3. Name one time consideration related to customers which imposes a constraint on menu planning.

__________________________________________________________________________

__________________________________________________________________________
TASK 2.11 (Cont'd)

4. Name three factors related to the time of day or year which affect the operation of the restaurant and impose constraints on menu planning.

5. Name three factors related to the organisation of a restaurant which impose constraints on menu planning.
ASSESSMENT: TASK 2.11

The following is a guide to acceptable answers.

1. The amount of money the customer is prepared to spend.

2. The budget that has been allocated for food by the restaurant.

3. The time it takes guests to consume the meal.

4. Any three of:
   . the times meals are available during the day (time available for preparation between lunch and dinner).
   . the weather at the particular time of the meal.
     (hot meals versus cold meals)
   . the season determines food that is available for use (food in season is best and cheapest).
   . festivals coming at particular times and requiring particular dishes (e.g: Christmas, Easter).

5. Any three of:
   . the capabilities of the kitchen staff.
   . the capabilities of dining room/serving staff.
   . the size of the dining room/serving area. (Number of seats.)
   . the type and amount of kitchen equipment available for the production of the meal.
SKILLS UNIT 2: COMMUNICATING WITH CUSTOMERS
TOPIC: Customer Relations and Sales
OBJECTIVE: To identify factors imposing constraints on menu planning

Name: ______________________
Class/Group: ______________________

TASK 2.12

Read the following survey results and then answer the questions which follow.

SURVEY RESULTS

The following is the summary of a survey conducted by a group planning to open a Thai restaurant in an inner city suburb.

It is anticipated that the restaurant will serve the immediate commercial district (lunch trade) and the surrounding residential suburbs (the residents of the area are cosmopolitan) in the evenings and at weekends. There is also the potential for a large passing trade as the restaurant is on a major arterial road leading both from the city, and to beach-side suburbs. The restaurant will be situated one block from a cinema complex of four theatres, each accommodating 150 patrons.

There are nine other restaurants in the area, none of which offers Thai cuisine. The largest of those restaurants seats 50.

This restaurant is to seat 150. It is located at the end of the main shopping centre with its frontage on the main road. Parking is available in nearby streets and on the main road after 6:30 p.m.

The kitchen facilities are adequate, but not sophisticated. A professional chef will oversee the kitchen operation. It is anticipated that students will provide the casual staffing required in the dining room.

The restaurant is to open in late October in readiness for summer trading. The proprietors anticipate opening six days of the week for lunch (excluding Sundays), and seven days of the week for dinner.

The restaurant plans to have an à la carte menu, complemented by a blackboard menu featuring specials.
TASK 2.12 (Cont'd)

1. Identify at least three types of potential customer, as revealed in the survey, which influence the planning of a menu for the restaurant.

   __________________________________________
   __________________________________________
   __________________________________________

2. Describe at least two constraints that are imposed on the planning of the menu, given the types of potential customer as identified in Question 1.

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

3. Identify at least five characteristics of the restaurant, as revealed in the survey, which influence the planning of the menu.

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

4. Describe at least two constraints that are imposed on the planning of the menu given the characteristics of the restaurant as identified in Question 3.

   __________________________________________
   __________________________________________
ASSESSMENT: TASK 2.12

1. Any three of:
   . business people from the commercial district.
   . local residents.
   . passing trade: home from work; home from beach.
   . cinema patrons.

2. Any two of:
   . the amount of money the customers would want to pay.
   . the time available for the consumption of the meal.
   . the type/variety of meal that is expected.

3. Any five of:
   . size of the restaurant (seats up to 150).
   . restricted kitchen facilities.
   . staff: chef, casual student staff.
   . open for summer trade.
   . open for lunch.
   . open for dinner.

4. Any two of:
   . the budget that has been allocated for food.
   . the number of people to be fed.
   . the time of the meal, the season, and the weather.
   . the capabilities of kitchen and dining room staff.
   . the type of kitchen equipment.
SKILLS UNIT 2: COMMUNICATING WITH CUSTOMERS

TOPIC: Customer Relations and Sales
OBJECTIVE: To identify factors involved in planning a function

TASK 2.13

Divide the class into small groups of 4-6 people.

SITUATION

Your small group has been approached by an organisation which sponsors events by intellectually and physically disabled young people, under 21 years of age.

The organisation wants to hold their annual awards night at your venue.

There will be 120 guests and the organisation is keen for the evening to be a great success.

This task is divided into 2 stages:

1. In your small group, discuss and draw up proposals for this function using the criteria listed below.

2. Each group should then present its proposal to the whole class and decide on the proposal which best meets the criteria and the needs of the organisers.
**TASK 2.13 (Cont’d)**

**CRITERIA**

Within a budget of $2,500 your small group is to:

1. Select a theme for the function.
2. Decide upon a venue (which must be familiar to all members of the whole group).
3. Describe how the venue will be set up for the function (include decorations if used).
4. Propose a menu that is appropriate to the theme.
5. Propose any entertainment etc. appropriate to the theme.
6. Propose a function timetable or schedule.
7. Indicate the cost of your proposals (Total = $2,500.00).
8. Propose any additional ideas you will incorporate to make the function successful.

**NOTE:** In order to meet some criteria your small group will need to make certain assumptions about the guests. These assumptions must be listed; e.g. That all guests can sit at a regular table.
Clearly there is no one correct answer to this task. Students are to be encouraged to participate enthusiastically.

The assessment for Task 2.13 occurs in STAGE 2 with the whole group deciding which small group proposal best fulfils the criteria.

This assessment sheet may be used in this STAGE 2 process.

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<thead>
<tr>
<th>LISTED CRITERIA</th>
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<th>NOT MET</th>
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<td>2. Venue</td>
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<tr>
<td>3. Set-up</td>
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<tr>
<td>4. Menu</td>
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<td>5. Entertainment</td>
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<td>6. Schedule</td>
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<td>7. Budget</td>
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<td>TOTALS</td>
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</table>

<table>
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<th>UNACCEPTABLE</th>
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<th>UNACCEPTABLE</th>
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</tr>
<tr>
<td>TOTALS</td>
<td></td>
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</tr>
</tbody>
</table>
SKILLS UNIT 2: COMMUNICATING WITH CUSTOMERS

TOPIC: Customer Relations and Sales

OBJECTIVE: To evaluate critically the suitability of planned menus

Name: ___________________  
Class/Group: ______________

TASK 2.14

The Situation

As land prices in the inner city have increased, a number of businesses have moved further out to areas like Cumbertown, a suburb on the edge of the city. Over the last two years Cumbertown has undergone considerable redevelopment. Three office blocks have gone up in the area. Generally the shops and restaurants around the town centre have prospered, as the trade, particularly during the day, has increased.

Until recently there have been two main lunch places in the centre of town, the Pub and Francies. Recently a third, named Uptown, has opened. The managers of Uptown are concerned because it’s not doing as well as expected.

THE PUB

Years ago, the only place to eat out in Cumbertown was 'The Pub'. It has been there for close to twenty years. A couple of years ago, when business started to pick up, the pub was renovated. The atmosphere is very casual; the old style decor has been retained.

The kitchen is leased out to a locally known chef. They serve good, sound, but basic 'pub tucker'. Menus which are placed on each table include half a dozen interesting entrées. At lunch time a couple of blackboards are also brought out with the daily specials - usually a roast and a fish of the day.

There is a moderate range of 'designer' beers available over the bar. These have been fairly popular at lunch time. Lately the pub has been doing very well. The numbers for lunch, between 12 o'clock and 2.30, have increased from about 150 to 300. Some days they have had to turn people away.

Typical Menu at 'The Pub'

Entrée

Antipasta platters for two - dolmades, olives, port & veal terrine, proscuitto & melon, Salami
Deep fried calamari rings, with caper tartare sauce
Nachos - Mexican chili bean & melted cheese with taco chips
Seafood crepes
Spanakopita triangles
**TASK 2.14 (Cont’d)**

**Main Course**

Veal parmigiana  
Chicken & ham pie with crusty puff top  
Smoked trout in cream sauce wrapped in phyllo pastry  
Lamb’s fry & bacon, thinly sliced with "a touch of lemon"  
Lamb’s shanks roasted in tomato cumin sauce  
Satay medley - chicken, pork & beef, served with a peanut sauce

**Desserts**

Sweet of the day  
Lemon meringue  
Ice-cream, in four flavours
FRANCIE'S

Francie's is a gourmet deli which has been established for about three years. Francie has half a dozen tables, including a couple outside.

Francie's offers 'home style' food, mostly take-away; the restaurant has a full range of gourmet sandwiches and pies. There are usually four hot dishes, available from the bain-marie server. The soup of the day is popular in the colder months. Francie's also carries a line of home-made cakes. Lately, with more people concerned about diet, the menu has included a Pritikin cake, special 'lightweight' low-fat sandwiches and fruit salad.

Francie's provides a blackboard with daily specials. Service is usually reasonably fast, with orders taken at the counter and served at the tables. Lunch times have become a bit hectic lately, so Francie has put on extra staff and increased the stock, providing basically 'more of the same'.

Francie's Menu

Sandwiches

Chicken and avocado with alfalfa, lettuce, mayonnaise
Ham off-the-bone, and salad 'with the works'
Roast beef with horseradish, dill pickles & shredded lettuce
Smoked salmon & creamed cheese

Hot Dishes

Beef and Bacon
Vegetable & pine nuts
Egg & bacon
Plain beef
Beef & mushroom
Pasties

Desserts & Cakes

Fruit salad
Pritikin cake
Apple slice
Speciality fruit cake
UPTOWN

Uptown was established eighteen months ago when the owners, Paul and Chris, saw how well The Pub and Francie's were doing at lunch time. Paul and Chris found an ex-fish and chip shop that they thought, would with minimal renovation be suitable. It had more facilities than they really needed; an old but very adequate commercial oven, large sink and refrigerated areas, freezers and benches, even a deep fryer. Since they didn’t intend doing a lot of cooking, they put temporary covers on some areas to create more bench space.

They wanted to provide light health food and to be able to serve it fast. The food is bought wholesale, with sandwiches and salads made on the premises. Sandwiches are pre-packed and available from a refrigerated display cabinet.

Paul and Chris have six tables, but most of their business is take-away. Food is served in take-away plastic containers with serviettes and forks.

Uptown has a range of health-type drinks, including teas, mineral water and fruit drinks. Their speciality is a fruit juice/yoghurt blend.

Paul and Chris both work in the shop and they have two other regular employees and one extra over lunch. Service cafeteria style and fast.

Uptown hasn't taken off. Although The Pub and Francie's are busy, the customers aren't flowing on to Uptown. Paul and Chris have decided to review their approach, particularly the menu.

The Present Menu at Uptown

Sandwiches, made with a range of breads (wholemeal, black, rye etc.). Fillings include cheese (a wide range), avocado, egg and salads.

Quiche; varieties include asparagus, pumpkin & zucchini, and leek

Vegetable pies, patties & samosas

Latkes

Salads; a variety including lettuce, rice, pasta

Desserts

Carrot cake
Banana cake
Apple & apricot crumble
Carob slice

Plain fruit juice and fruit juice/yoghurt blend are a speciality
Non-caffeine tea.
**TASK 2.14 (Cont’d)**

**Part A**

1. List at least five reasons why clients would choose each of the three venues, (a) The Pub, (b) Francie’s, (c) Uptown.

   1. (a) THE PUB

   2. (b) FRANCIE’S

   3. (c) UPTOWN

2. Indicate which of these reasons are menu-related.

3. Compare your answers with the others in your class and discuss any differences.
ASSESSMENT: TASK 2.14 - PART A

The answers students provide will, to some degree, depend on their interpretation of the situations. In most cases more answers from which to select than required are given. Those provided are not the only ones possible. Answers which are relevant, but not included below, should also be considered correct.

PART A

There are, of course, many reasons why clients prefer different establishments. All three establishments will have clients who are influenced by proximity or by particular favourites on the menu. Some reasons, like the ambience are menu-related, although indirectly. These are matters for discussion. However, central issues should not be ignored in favour of peripheral ones.

1. Reasons why clients might choose to eat in each of the 3 venues:

a) The Pub
   . menu is varied; provides substantial as well as light meals*
   . serves alcohol, including a popular range of beers
   . distinctive atmosphere; congenial and casual
   . in business longer, so more likely to have established clients
   . chef's reputation, so we assume that the food is therefore of high quality*
   . food is freshly cooked*
   . traditional desserts may be popular*

b) Francie's
   . service is faster
   . there is the take-away facility*
   . the food is lighter than at The Pub*
   . there are foods for the diet conscious*
   . there are meat dishes for those who prefer them*
   . Francie's also has an interesting range of cakes*
   . the soups are popular*
   . Francie's food is prepared on the premises; it is likely to be fresher and more distinctive than Uptown's*
   . the personality of the owner is apparent
c) **Uptown**

- Uptown service is fast*
- because the food is bought from a wholesale supplier, it is likely to be of a reliable standard*
- those who prefer a vegetarian diet would find a reasonable range to choose from*
- the drinks, fruit, fruit/yoghurt and the non-caffeine teas may be draw in some clients*
- there is take-away as well as the eat-in facility*
- sandwiches and salads are fresh*

2. Menu-related reasons are marked with an asterisk (*)

3. Group discussion
**TASK 2.14 - PART B**

**PART B**

Paul and Chris are considering changing the menu at Uptown in an attempt to attract more customers. They have developed two alternative strategies.

For each menu answer the following questions:

1. What are the implications for Paul and Chris in terms of organisation, facilities and resources if they introduce this menu?

2. What are some of the constraints that will affect their ability to deliver this menu?

3. Considering what The Pub and Francie’s are successfully offering, do you consider that this menu will result in an increased share of the market? Explain why or why not.

**SURVIVAL STRATEGY ONE**

Paul and Chris sent their friends to The Pub and Francie’s to discover the gaps in their menus. They decided that providing more hot food would increase their share of the market.

**The New Menu**

Savory crepes - asparagus & ham, ricotta cheese & spinach, pumpkin, pine nut & cheese  
Roast of the day - for sandwiches and rolls  
Homemade sausages - chicken & tarragon, beef satay, mexican lamb  
Filled croissants - ham, cheese & tomato, savory omelettes, chicken & asparagus  
Baked potatoes - with a variety of toppings: ricotta cheese & chives, chopped ham & bacon, smoked salmon or tuna  
Pizza wedges - crusty base, tasty traditional toppings  
Low-fat cheese cake  
Fresh fruit salad & yoghurt  
Apple strudel  
Orange & poppy seed cake  
Honey cashew slice
TASK 2.14 (Cont'd)

STRATEGY ONE - YOUR ANSWERS

(1) Implications for organisation, facilities and resources:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

(2) Constraints that will affect Paul and Chris' ability to deliver this menu:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

(3) Will Strategy One result in an increased share of the market? Why or why not?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
**TASK 2.14 (Cont’d)**

**SURVIVAL STRATEGY TWO**

Paul and Chris decided to revamp Uptown's present menu, specialising in a 'Lunch Box'. Packaging, take-away containers, cups and serviettes are to be designed and printed with the Uptown logo, already on the window and the aprons.

Each box includes a meal and a drink. It consists of a selection from their present menu; one substantial piece with a selection of complementary extras, put together like a platter of hors d'oeuvre.

They offer six types of Lunch Boxes...

<table>
<thead>
<tr>
<th>Lunch Box</th>
<th>Menu Options</th>
</tr>
</thead>
</table>
| **Chicken Box** | Open rye sandwich with chicken breast, avocado, cucumber, lettuce, alfalfa & mayonnaise  
                   Ginger honey chicken wing with sesame seeds  
                   Slice of chicken & asparagus quiche  
                   Banana cake & banana yoghurt lassie |
| **Beef Box**    | Blackbread roast beef sandwich with mustard, lettuce, cheese, Dill pickle  
                   Spicy meat ball  
                   Beef satay stick or wedge of pork & veal terrine  
                   Carob slice - fresh fruit salad |
| **Vegetarian Box** | Wholemeal salad sandwich with ricotta, bean sprouts, soy mayo  
                       Slice of pumpkin & zucchini quiche  
                       Vegetable pattie or vegetable samosa  
                       Carrot cake - strawberry smoothie |
| **Seafood Box** | Mixed seafood pasta salad  
                     Fish ball  
                     Slice of salmon pattie or prawn triangle pastry  
                     Blueberry cake - fruit salad drink |
| **Ham Box**     | Ham off-the-bone & salad roll  
                     Slice of egg & bacon pie or ham & corn pattie  
                     Ham & cheese puff  
                     Apple & pecan crumble - chocolate milkshake |
| **Cheese Box**  | Selection of Cheeses; brie, tasty, camembert, jariseberg, smoked, feta with wedges of apple, fresh pineapple, pear, greens, and biscuits  
                     Mixed dried fruit & nuts  
                     Cheese pastry  
                     Apple crumble & apple juice |
TASK 2.14 (Cont'd)

STRATEGY TWO - YOUR ANSWERS

(1) Implications for organisation, facilities and resources:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

(2) Constraints that will affect Paul and Chris' ability to deliver this menu:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

(3) Will Strategy Two result in an increased share of the market? Why or why not?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
ASSESSMENT: TASK 2.14 - PART B

STRATEGY ONE

(1) Implications of implementation

- kitchen needs to be rearranged immediately so cooking facilities can be used
- need to acquire cooking utensils (financial and organisational issues)
- staffing arrangements need to be reorganised: may need a more skilled chef, more preparation needs to be done in the morning, may be able to put off one of lunchtime staff if more preparation done earlier
- possible financial saving because less wholesale prepared food required

(2) Constraints

- increased cooking means more affected by seasonal variation in supplies
- storage for fresh ingredients, hot foot and new utensils required
- table serving facilities limited

(3) Reasons why Strategy One may/may not result in Uptown increasing its share of the available market

The following clients from both the Pub and Francie's may be attracted to Uptown:

- clients looking for a meat meal
- clients wanting hot food
- those wanting freshly prepared food

The following clients are not likely to shift:

- clients who go to The Pub for a substantial meal will not change to Uptown; those looking for a light meal may some clients will still go to The Pub to have alcohol with their meal
- the atmosphere at The Pub will continue to draw some
- the quality of the food, given the reputation of the chef, will keep customers
STRATEGY TWO

(1) Implications of implementation

- immediate increase in costs because of packaging
- kitchen needs to be rearranged immediately so cooking facilities can be used
- need to acquire cooking utensils (financial and organisational issue)
- staffing arrangements need to be reorganised: more preparation needs to be done in the morning, may be able to put off one of lunchtime staff if more preparation done earlier possible financial saving because less wholesale prepared food required

(2) Constraints

- packaging requires increased organisation and careful estimation of likely sales
- increased cooking means more affected by seasonal variation in supplies
- storage for fresh ingredients, hot foot and new utensils required

(3) Reasons why Strategy Two may/may not result in Uptown increasing its share of the available market.

- Strategy Two is more likely to attract customers from Francie's than it is from The Pub, because of the change to more take-away options.

However, the following clients may be attracted from both The Pub and Francie's to the new Uptown:

- those seeking a light lunch only
- those wanting a meat meal

Customers seeking the following may be attracted from Francie's:

- fresh food
- light meat lunch
- low fat diet
- fast service
- take-away
- vegetarian meals
- the novelty, convenience and presentation of the Lunch Box concept is likely to win customers
The following clients are not likely to shift:

- customers wanting alcohol with lunch will still go to The Pub
- so will those wanting a substantial meal

Other comments

- the profile of Uptown will be increased with the new presentation
- Uptown is retaining the present menu so will likely keep existing satisfied customers
TASK 2.14 - PART C

PART C.

(1) Which of the two menus would you advise Paul and Chris to introduce?

________________________________________________________________________

________________________________________________________________________

(2) Outline at least five important reasons why your choice is the better proposition.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
PART C

This section should be assessed on the soundness of the reasons that students present in support of their decision. Different students, in describing in detail each case, may place different interpretations on the situations, thus offering a preference of one strategy over the other.

Selected answer: Strategy One
Reasons may include:

- capital outlay relatively small because the major facilities (cooking, storage etc.) are already present
- unlike Strategy Two, this option does not require financial outlay for packaging
- the market for the type of food included already exists (Francie's and the original Uptown are already providing it)
- this new approach provides greater variety in the menu
- the addition of meat dishes is likely to capture some of the market, given the popularity of the other two establishments and the lack of success of Uptown's original menu
- the addition of freshly cooked food is likely to increase popularity

Selected Answer: Strategy Two
Reasons may include:

- like Strategy One, capital outlay relatively small because the major facilities (cooking, storage etc.) are already present
- focuses on capturing the take-away market, for which there is less competition, given The Pub has only eat-in facilities
- the originality and novelty of the Lunch-Box concept is likely to appeal to a section of the market
- the packaging, with the Uptown logo, provides an additional form of advertising that is likely to increase sales
- like Strategy One, provides greater variety than the previous menu
- now caters for both vegetarians and those wanting a meat-based lunch.
TASK 2.15

We can all recognise a 'conversation-stopper' - the sort of statement that makes any further talk pointless. It's the same with selling. Some statements are 'sale stoppers'. Others, of course, are 'sale starters' or 'sale clinchers'.

'SELLING' STATEMENTS

1. What are the features of a 'sale starter' or 'sale clincher'? As a whole group and using brainstorming techniques list on the whiteboard as many features as you can.

2. Ensure that everyone understands what each feature listed means, then by voting, determine which (four) features the whole group sees as being most important.

3. The final (four) features can be transferred onto a display sheet or into a notebook for subsequent reference.
The final (four) features will depend on the initial list and on the group. Features such as these should appear:

**FEATURES OF A 'SALE-STARTER'**

1. Questions are **open**.
2. Statements are **polite**.
3. Questions/statements **invite** the potential customer.
4. **Selling strengths** are mentioned.
5. Comments are **sensitive** to the customer and his/her needs.
6. Questions are **directed** towards a customer.
7. Questions/statements reflect what the customer is **saying**.
8. Questions/statements reflect the customer's **needs**.
SKILLS UNIT 2: COMMUNICATING WITH CUSTOMERS

TOPIC: Selling Skills

OBJECTIVE: To recognise the features of the language of selling/promoting a product/service

---

Name: __________________
Class/Group: __________________

---

TASK 2.16

As explained in Task 2.15 certain comments, suggestions or questions are more likely to result in a successful 'sale' than others.

Read the following statements made by a member of a restaurant's staff, and then, by ticking (/) the correct box, indicate whether the statement is likely to result in a 'sale' and explain your reasons.

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>LIKELY TO RESULT IN A SALE</th>
<th>UNLIKELY TO RESULT IN A SALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are you having a dessert?</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>2. What wine would you prefer with your main course sir?</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>3. Which of the desserts would you prefer this evening?</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>4. How many serves of the ice cream will that be madam?</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

---
5. Do you want wine with your meal, sir?  

6. Have you tried one of the locally grown red wines?  

7. Does anyone want a liqueur?  

8. Have you finished your meal?  

9. Anyone for coffee?  

10. Our chef recommends the salmon cutlets.
<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>LIKELY TO RESULT IN A SALE</th>
<th>UNLIKELY TO RESULT IN A SALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>ASSESSMENT:</td>
<td>TASK 2.16 (Cont'd)</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-------------------</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>

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SKILLS UNIT 2: COMMUNICATING WITH CUSTOMERS

TOPIC: Selling Skills

OBJECTIVE: To recognise the features of the language of selling/promoting a product/service

**Task 2.17**

Having checked the assessment for Task 2.16 rephrase the 5 statements which were unlikely to result in a sale into statements which are likely to result in a sale.

<table>
<thead>
<tr>
<th>Statement unlikely to result in a sale</th>
<th>Rephrazed and likely to result in a sale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you having a dessert?</td>
<td></td>
</tr>
<tr>
<td>Do you want wine with your meal sir?</td>
<td></td>
</tr>
<tr>
<td>Does anyone want a liqueur?</td>
<td></td>
</tr>
<tr>
<td>Have you finished your meal?</td>
<td></td>
</tr>
<tr>
<td>Anyone for coffee?</td>
<td></td>
</tr>
</tbody>
</table>
ASSESSMENT: TASK 2.17

A number of rephrasings are possible. Responses which are likely to result in a 'sale' would be similar to these examples:

Rephrased and likely to result in a sale

Have you considered which of our excellent desserts you prefer sir/madam?

Would you like to try one of our specially selected wines, sir?

Which of our liqueurs would you prefer to end your meal with sir/madam?

Is there something more I could bring you sir/madam? Another coffee perhaps? Or one of our special liqueurs?

Are you now ready to order coffee?
TASK 2.18

You manage Roger's Deli which is one of a line of food outlets fronting a busy arcade. A customer has been looking at the food you have displayed for some minutes. Previously she has looked closely at the food of your competitors.

After discussion in pairs suggest 3 ways of responding to the customer. These can then be displayed around the room for the whole group to read and perhaps judge.
TASK 2.18 (Cont’d)

RESPONSE CARTOON
ASSESSMENT: TASK 2.18

A number of answers are possible. Responses which are likely to result in a 'sale' would be similar to these examples:

1. "Good morning madam. It's hard to make a choice from all the food displayed, isn't it?"

2. "Good morning madam. Is there something special I can help you select?"

3. "Good morning madam. I've noticed you looking at all the displays. Our speciality is __________. Would you like to sample some?"
SKILLS UNIT 2: COMMUNICATING WITH CUSTOMERS

TOPIC: Selling Skills

OBJECTIVE: To produce effective responses to customers when promoting or selling a product/service

Name: ___________________
Class/Group: ___________________

TASK 2.19

"HE WHO FINDETH FAULT MEANETH TO BUY" (Thomas Fuller, 1732)

A person with good 'selling' skills treats an objection as a positive communication and as a request for further information.

Below are five typical objections.

In the space provided ('SELLING' RESPONSE) write a response which is positive and likely to result in a 'sale'.

OBJECTION 1

"THIS TEMPURA PLATTER IS TOO EXPENSIVE."

"SELLING' RESPONSE 1
TASK 2.19 (Cont’d)

OBJECTION 2
(LOOKING AT AN ADJOINING TABLE.)
“YOU DON'T GET MANY MUSSELS AS AN ENTREE?”

"SELLING" RESPONSE 2
Objection 3

"I can buy a pepper steak for $3.00 less at the Rare Delight Restaurant down the road."

"Selling" Response 3
**OBJECTION 4**

(CUSTOMER AT RECEPTION.)

"I JUST CAN'T FIND A SUITABLE RESTAURANT TO HOLD A FAMILY REUNION."

"SELLING" RESPONSE 4.
TASK 2.19 (Cont'd)

OBJECTION 5

"IS THIS THE ONLY RED WINE YOU'VE GOT?"

"SELLING" RESPONSE 5
A number of responses will be 'correct'. Each one must:

- provide further information: and
- be likely to result in a 'sale'.

**SELLING RESPONSE 1**

"It is expensive but:

- we have a greater variety on our platter than any of our competitors"
- the chef uses special ingredients flown in from Japan each week"

**SELLING RESPONSE 2**

"The chef considers the serve to be sufficient:

- however I can ask him to arrange a larger serve of mussels if you wish"
- particularly as our main courses are very filling"
- some of the other seafood entrées may be larger. May I recommend the..."

**SELLING RESPONSE 3**

"That is probably correct but:

- we believe our restaurant has a superior environment"
- we offer a number of additional customer services"
- we only use steak of the highest quality"
- top quality steak is particularly expensive at the moment"
- perhaps you'd prefer to change your order - could I recommend ..."
SELLING RESPONSE 4

"It is difficult finding the perfect location:

. could I outline for you the advantages of this restaurant"

. would you explain exactly what it is you require and I can tell you what we can do and answer any questions"

SELLING RESPONSE 5

"No it isn't. We have a wide range of red wines:

. would you like the wine list to reorder?"

. to complement your meal we have a very popular ______ wine"
SKILLS UNIT 2: COMMUNICATING WITH CUSTOMERS

TOPIC: Selling Skills

OBJECTIVE: To demonstrate an ability to use language effectively to promote or sell a product/service

---

Name: __________________
Class/Group: __________________

TASK 2.20

You are to prepare media releases announcing the opening of the five establishments described below.

Each situation is different therefore the image promoted in each media release will need to reflect this difference. Each media release must:

1. have a headline of not more than 6 words
2. be less than 100 words long

1. Read the 5 situations and then, individually, write one media release for each situation which effectively 'sells' the image of the establishment described in the situation.

2. Having completed this, form small groups (4-6) and
   (a) in turn display and discuss each person's 5 media releases. Isolate and note the most arresting headlines, the points which most effectively 'sell' the image, any very good selling phrases, words, etc;
   (b) as a group, prepare 5 media releases (one for each situation) which incorporate the best features of the individual efforts.

3. Having completed this, each small group is to display its 5 media releases to the whole group. The whole group may wish to vote for the media release which most effectively sells the image of the establishment described in the situation.
TASK 2.20 (Cont’d)

SITUATION 1

Prepare a media release to announce the opening of a new family restaurant - Martino’s Kitchen. The restaurant is located near a very popular shopping centre and in a suburb with a high proportion of first-home buyers.

SITUATION 2

Prepare a media release to announce that you have taken over ‘The Green Peppercorn’ restaurant. ‘The Green Peppercorn’ is one of seven middle-of-the-road restaurants in a middle-class suburb where eating out is a major interest. To distinguish ‘The Green Peppercorn’ from its competitors you intend to turn it into a silver service restaurant - the first in the city for fifteen years.

SITUATION 3

Prepare a media release to announce that, after substantial renovations the front bar of the ‘Central City’ hotel is to reopen as the Metro Bistro. The Metro Bistro has a New York theme and has employed a chef who has recently returned from two years in Manhattan.

SITUATION 4

Prepare a media release to announce that the ‘Bookshop Gourmet Deli’ will open soon. It is situated in what was once an antiquarian bookshop, and is in a street which has many bookshops. Just around the corner is the university. The area is also very popular with weekend tourists.

SITUATION 5

Prepare a media release to announce that the Racecourse Road Garage has been altered by its new owners and now features in addition to its mechanical repair work and two-minute car wash, an eat-in or take-out fast food restaurant. The used-car business next door has been removed to provide customer parking. A drive-through service is a feature of the operation.
ASSESSMENT: TASK 2.20

Any number of media releases which are effective in 'selling' the key features described in each situation are possible - and desirable.

A media release which effectively 'sells' will be one which:

. has an arresting headline;

. isolates the main 'selling' points of the image outlined in each situation;

. uses language which 'sells' yet maintains integrity.
SKILLS UNIT 2: COMMUNICATING WITH CUSTOMERS

TOPIC: Selling Skills
OBJECTIVE: To demonstrate an ability to use language effectively to promote or sell a product/service

 TASK 2.21

In this task you are to role play situations in which you as an employee are attempting persuade/convince/urge the customer to buy a product/service.

A guide and checklist for observers is included on page 101 of this unit.

Each role play requires three participants:

- one attempts (creatively) to achieve the employee objective;
- one attempts (creatively) to achieve the customer objective;
- one observes the role play and assesses whether an effective 'sale' has occurred or is likely to occur.

The objective of the role play task is for each participant in turn to practice using the language and skills of effective 'selling' to a customer.

In other words, the focus of the role play must be the employee. The customer's role is not to 'defeat' the employee but to provide an impromptu conversational exchange which develops the employee's 'selling' skills.

A successful role play then, is one where the employee effectively uses his/her 'selling' skills.

Below are 4 role play outlines each containing a description of the

- environment or location;
- employee's role;
- employee's selling objective;
- customer role play response.
**TASK 2.21 (Cont’d)**

The following is a suggestion on how to conduct this role play activity:

<table>
<thead>
<tr>
<th>TIME ALLOCATION</th>
<th>ACTIVITY</th>
</tr>
</thead>
</table>
| 3 minutes       | Form groups of 3  
Choose roles (employee, customer, observer)  
Read objectives (employee and customer).  
Read observer's guide (observers only) |
| 5 minutes       | Prepare for role play - rearrange furniture |
| 2-3 minutes     | Role play  
Observer is to stop the role play at 3 minutes and to base his/her assessment on what has occurred to that point. Any role play which lasts less than 90 seconds is to be repeated. |
| 4-5 minutes     | Observer makes assessment  
All participants analyse the role play to isolate key points where a 'sale' was won or lost. |

ROLES ARE THEN ROTATED. EACH PERSON IS TO ROLE PLAY AN EMPLOYEE AT LEAST THREE TIMES.
<table>
<thead>
<tr>
<th>Environment/Situation</th>
<th>Employee Role: You are</th>
<th>Selling Objective</th>
<th>Customer Role Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Portloe Seafood Restaurant</td>
<td>Waiter</td>
<td>To promote new Chef's Speciality Seafood Platter</td>
<td>You have been a regular at this restaurant. Your objective is to point out to the waiter that there's nothing particularly interesting on the menu and that you've seriously considered taking your business elsewhere.</td>
</tr>
<tr>
<td>2. Bed-Breakfast Farmhouse near a large rural town.</td>
<td>Assistant Manager</td>
<td>To convince the customer to let you prepare a special picnic hamper for him/her</td>
<td>You and your family have enjoyed your stay at this establishment. Today you are going on a long drive. There will be nowhere to buy lunch. You recently had an unpleasant experience with a poorly prepared and expensive picnic hamper. Your objective is to resist the employee's suggestions because of your prior experience.</td>
</tr>
<tr>
<td>3. Motel- business has become very competitive; Manager has asked all staff to improve customer service</td>
<td>Reception Clerk</td>
<td>To 'sell' your motel's new dinner dance to customer</td>
<td>You and your partner are in town for the weekend. It seems to you (both) that the town seems to close down at sunset! Friday night was not much fun. Your partner doesn't dance.</td>
</tr>
<tr>
<td>Environment/Situation</td>
<td>Employee Role: You are</td>
<td>Selling Objective</td>
<td>Customer Role Response</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------------</td>
<td>-------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>4. Expensive restaurant that specialises in Japanese dishes</td>
<td>Waiter</td>
<td>To persuade the customer to order the Tempura Platter at the listed price</td>
<td>You want to order the Tempura Platter but think it is too expensive (it is $8.40 cheaper at a competing restaurant!) Perhaps a mistake has been made on the menu. Your objective is to find out what makes this dish so special.</td>
</tr>
<tr>
<td>5. Bistro- popular venue for interstate visitors</td>
<td>Wine waiter</td>
<td>To sell the customer a $24.50 bottle of locally grown claret</td>
<td>You want to order a ‘good’ bottle of claret but don’t know much about wine and wine prices - although you’re not about to admit this to the waiter. You expect to pay between $12.00 and $16.00. Your objective is to resist the wine waiter’s suggestion.</td>
</tr>
<tr>
<td>6. Reception desk - busy city motel</td>
<td>Reception Clerk</td>
<td>To convince the customer your motel can provide an excellent business breakfast to meet his/her needs</td>
<td>You have flown into town on business. Your objective is to have the motel provide you with a Business Breakfast. You have a number of special requirements e.g. a private room; a video camera and operator; some of your business partners are Chinese, etc.</td>
</tr>
</tbody>
</table>
**TASK 2.21 (Cont’d)**

**OBSERVER’S GUIDE**

Your role is crucial in the role play because you provide the feedback to the 'employee' which makes his/her learning possible.

You should:

- read each of the roles (employee and customer);
- assist with any physical preparations;
- time the role play (90 second minimum; 3 minute maximum);
- provide feedback to the 'employee' about the effectiveness of his/her 'selling' skills.

Provide comments on such things as:

- did the employee listen to the customer?
- were the customer's needs correctly interpreted?
- did the employee ask open questions?
- was the employee polite?
- did the employee stress the selling strengths of his/her product or service?
- were the employee's 'selling' skills effective?

You might also comment on the ingenuity, imagination and/or inventiveness used by the employee in the role play when forced to 'think on his/her feet'.

Remember, however, that it is 'selling' skills and not acting ability that is being assessed.
ASSESSMENT: TASK 2.21

It is not possible to be objective in the assessment of a role play. However, an acceptable role play will be one which receives a generally positive reaction to the guide points listed on the observer's sheet.
SKILLS UNIT 2: COMMUNICATING WITH CUSTOMERS

STANDARDS

TASK 2.1 Self assessment only

TASK 2.2
9 or 10 procedures identified = Credit
7 or 8 procedures identified = Pass
6 or less procedures identified = Not yet achieved

TASK 2.3
9 or 10 correct answers = Credit
7 or 8 correct answers = Pass
6 or less correct answers = Not yet achieved

TASK 2.4
6 appropriate responses = Credit
4 or 5 appropriate responses = Pass
Less than 4 appropriate responses = Not yet achieved

TASK 2.5
All problems responded to appropriate quality = Credit
3 problems responded to appropriate quality = Pass
Less than 3 problems responded to appropriate quality = Not yet achieved

TASK 2.6
Answers all 5 questions correctly = Credit
Answers 4 questions correctly = Pass
Answers less than 4 questions correctly = Not yet achieved

TASK 2.7
12 or above appropriate responses = Credit
9-11 appropriate responses = Pass
8 or less appropriate responses = Not yet achieved

TASK 2.8 Group assessment only

TASK 2.9
10 or more needs identified = Credit
8 or 9 needs identified = Pass
Less than 8 needs identified = Not yet achieved
## SKILLS UNIT 2: COMMUNICATING WITH CUSTOMERS

### TASK 2.10
6 or 7 acceptable answers = Credit  
5 acceptable answers = Pass  
Less than 5 acceptable answers = Not yet achieved

### TASK 2.11
8 or more constraints identified = Credit  
6 or 7 constraints identified = Pass  
5 or fewer constraints identified = Not yet achieved

### TASK 2.12
Qstn 1: identifies 3 or more types of customer = Credit  
Qstn 2: identifies 2 or more constraints  
Qstn 3: identifies 5 characteristics  
Qstn 4: identifies 2 or more constraints

#### Qstn 1:
identifies 3 types of customer  
identifies only 1 constraint  
identifies 5 characteristics  
identified only 1 constraint

#### Qstn 1:
identifies less than 3 types of customer  
fails to identify 1 constraint  
identifies less than 5 characteristics  
fails to identify 1 constraint

### TASK 2.13
Participation = Pass  
Non-participation = Not yet achieved

### TASK 2.14
Part A
Qstn 1: identifies 15 or more reasons = Credit  
Identifies 12, 13, 14 reasons = Pass  
Identifies less than 12 reasons = Not yet achieved

Qstn 2: group discussion only  
Qstn 3: group discussion only

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SKILLS UNIT 2: COMMUNICATING WITH CUSTOMERS

Part B

Strategy 1
Strategy 2

Qstn 1: 4 or more implications identified = Credit
3 implications identified = Pass
Less than 3 implications identified = Not yet achieved

Qstn 2: 3 or more constraints identified = Credit
2 or more constraints identified = Pass
Less than 2 constraints identified = Not yet achieved

Qstn 3: answer supported by 7 or more reasons = Credit
Answer supported by 5 or 6 reasons = Pass
Answer supported less than 5 reasons = Not yet achieved

Part C

5 or more sound reasons given = Credit
3 or 4 sound reasons given = Pass
Less than 3 sound reasons given = Not yet achieved

TASK 2.15 Self-assessment

TASK 2.16 9 or 10 answers correct = Credit
7 or 8 answers correct = Pass
Less than 7 answers correct = Not yet achieved

TASK 2.17 5 'rephrasings' now likely to result in a sale = Credit
4 'rephrasings' now likely to result in a sale = Pass
Less than 4 'rephrasings' now likely to result in a sale = Not yet achieved

TASK 2.18 3 suitable responses given = Credit
2 suitable responses given = Pass
1 suitable responses given = Not yet achieved
SKILLS UNIT 2: COMMUNICATING WITH CUSTOMERS

TASK 2.19
5 'selling' responses = Credit
4 'selling' responses = Pass
Less than 4 'selling' responses = Not yet achieved

TASK 2.20
Group assessment

TASK 2.21
Participation in 3 employee roles with most observers' comments being positive = Credit

Participation in less than 3 employee roles or with most observers' comments negative = Not yet achieved
SKILLS UNIT 3: COMMUNICATING IN THE WORKPLACE

TOPICS:

TELEPHONE SKILLS
REQUESTS & ORDERS
INSTRUCTIONS
BUSINESS LETTERS

OBJECTIVES:

TELEPHONE SKILLS

- to locate specific telephone numbers from domestic and commercial directories (Task 3.1)
- to identify factors that lead to effective telephone communication (Tasks 3.2, 3.3)
- to summarise and analyse a message given over the telephone (Tasks 3.4, 3.5)
- to demonstrate skills in using the telephone (Tasks 3.6, 3.7, 3.8, 3.9)

REQUESTS & ORDERS

- to distinguish between requests and orders as specific types of oral communication (Task 3.10)
- to identify factors involved in communicating requests and orders (Task 3.11)
- to choose language and tactics appropriate to giving requests and orders (Tasks 3.12, 3.13, 3.14)

INSTRUCTIONS

- to identify factors involved in giving instructions (Task 3.15)
SKILLS UNIT 3: COMMUNICATING IN THE WORKPLACE

- to prepare and give instructions and note feedback
  (Task 3.16, 3.17, 3.18)

- to identify the most appropriate way of communicating in a given situation
  (Task 3.19)

BUSINESS LETTERS

- to summarise written requests and outline actions necessary to meet requests
  (Tasks 3.20, 3.21)

- to demonstrate skills in writing business letters
  (Tasks 3.22, 3.23, 3.24, 3.25)

NOTES FOR TEACHERS & TRAINERS

TELEPHONE SKILLS

Task 3.1

Students are asked to locate information from the yellow pages.

Teachers may wish to develop further exercises using this task as a guide.

Task 3.2

Introduction to telephone skills - leaving messages.

Task 3.3

This task builds on items (g) & (h) of Task 3.2 - leaving telephone messages.

Task 3.4

Students are asked to listen to a pre-recorded message and make a list of questions to ask the customer.

Materials needed: Tape of message on an answering machine or cassette player.
Text of message:

'Hi, I'm Lisa: I'm having a party next week and I want to order some pizzas. I've worked out that I'll need about 20 and can you deliver them at 9.30? Can you please call me back on 754 5944 and tell me how much they will cost?'

**Task 3.5**

This task follows on from Task 3.4 and requires students to produce a standard form for noting the details of telephone orders.

**Task 3.6**

Students are asked to make appropriate responses to common telephone enquiries/calls.

**Task 3.7**

Students are given 6 common types of telephone call and are asked to suggest appropriate responses or strategies to deal with such calls.

**Task 3.8**

Students are asked to record details of a short telephone call on standard message forms.

Teachers can either

a) record the text of the phone call on tape using own and colleagues' voices (the script for the telephone call is provided) OR
b) get students to work in pairs and simulate the telephone calls by

- sitting back to back with one student using the script of the message to make the 'call'; or
- using internal phones in adjacent rooms.

**Task 3.9**

Materials needed: Telephone simulators or tape recorders.

This practical activity brings together all the issues covered in tasks 3.1 - 3.8. Students are given situations and asked to prepare scripts and role play in pairs.

**REQUESTS & ORDERS**

**Task 3.10**

Introductory exercise to recognise how to express requests, orders and how language is used to show power and authority.

**Task 3.11**

Focuses on how feelings, body language, context affect communication.

**Tasks 3.12 & 3.13**

These tasks focus mainly on factors that affect how requests and orders are carried out.

**Task 3.14**

Practice in rephrasing requests/orders using language that is appropriate to the situation.
INSTRUCTIONS

Task 3.15

Note: The term instructions has been used to refer to the process of giving a set of instructions.

This task introduces the idea of the planning that is necessary before preparing a talk/demonstration.

Task 3.16

Students are asked to write a set of instructions explaining how to operate the petty cash system.

Teachers may wish to add or substitute other topics on which to write a set of instructions.

Task 3.17

Students are asked to prepare and deliver daily instructions and how to complete credit card vouchers.

Task 3.18

Practical exercise requiring students to plan, deliver a set of instructions and evaluate both speaker's performance and listeners' reactions and feedback.

Teacher may wish to substitute a more appropriate topic.

This task is preparation for tasks 5.1 and 5.2 in Skills Unit 5 Talks & Interviews.

Task 3.19

Students are given 3 situations and asked to choose between spoken and written mediums for giving instructions.

Teachers may wish to develop more situations that are relevant to students' course of study.
SKILLS UNIT 3: COMMUNICATING IN THE WORKPLACE

BUSINESS LETTERS

Tasks 3.20, 3.21
Students are asked to read written requests and note the action required.

Task 3.20
Students are given 10 phrases commonly used in business letters and asked to rephrase them in simple more direct English.

Tasks 3.23, 3.24, 3.25
Students are given specific situations and asked to write suitable responses.

RELATED SKILLS FACTORS AFFECTING COMMUNICATION

UNITS:

(Skills Unit 1)
COMMUNICATING WITH CUSTOMERS

(Skills Unit 2)
TALKS AND INTERVIEWS

(Skills Unit 5)
**TASK 3.1**

Consult the photocopied pages provided and write down in the spaces below, the name and telephone numbers of three wholesale suppliers of oysters who advertise daily delivery.

<table>
<thead>
<tr>
<th>Name/Group</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplier 1</td>
<td></td>
</tr>
<tr>
<td>Supplier 2</td>
<td></td>
</tr>
<tr>
<td>Supplier 3</td>
<td></td>
</tr>
</tbody>
</table>

* This task should be modified to suit the State or Territory in which it is used. Ideally, the actual 'Yellow Pages' should be used.*
BRIGHTON WERE STREET FISH

Brunswick Seafood

Caulfield Seafoods & Oyster Bar

Canals Michael Seafoods

Camberwell Seafood

Chiniside Park Fish Shop

51 Greville Rd

193 Carlisle Ave

187 Commercial Rd

Northland Rd

POG

Exarhos

East Ivanhoe Fish

loannou Mick

Granny's Fresh Fish Shop

8240605

555 4046

5695056

546

203

89

236

238

92

42

57

202

234

80

259

166

414

518

126

78

218

177

79

91

131

98

184

251

86

356

60

216

260

650

36

122

32

870

9253

98

232

184

569

6150

170

241

3054

1537

4400

27377

20

292

196

231 4301

2

387

5768

346

177

3063

387

740

413

177

8185644

172087

4276

86974

8301994

2321309

47

5941

978 4202

3553

3591806

2347299

792 4202

3553

3591806

2347299

792 4202

3553

3591806

2347299

792 4202

3553
According to the 'Yellow Pages' there are three possibilities.

- Konstas Oyster Supplies Pty. Ltd 428 7801
- Stan Papazissis 480 1976
- Melbourne Oyster Supply Pty. Ltd 690 3422

Note: There are several other advertisers who imply that they might deliver.
SKILLS UNIT 3: COMMUNICATING IN THE WORKPLACE

TOPIC: Telephone Skills

OBJECTIVE: To identify factors that lead to effective telephone communication

TASK 3.2

In a small group, find solutions to the following:

(a) If you are making an order by telephone, what details should you keep of the phone call?

(b) If you are receiving an order by telephone, what details should you keep of the phone call?

(c) If you are making an enquiry or leaving a message by telephone, what details should you keep of the phone call?

(d) If you are receiving an enquiry or receiving a message by telephone, what details should you keep of the phone call?

(e) If you are making a call for an organisation seeking support from the person being called, what are the ways in which you can compensate for lack of face-to-face contact?

(f) If you are trying to make a sale by phone, what are the signs of buyer resistance and how do you know when you have lost the sale?

(g) List a variety of ways in which your company can enhance its reputation as helpful to the customer through telephone communication.

(h) List the factors that make some people reluctant to leave messages on answering machines, and determine strategies that can be used to overcome this.
ASSESSMENT: TASK 3.2

(a) name, telephone number of company/extension number if applicable
   name of department and person with whom order was made
   the exact order
   order number/invoice number
   time and date of the call
   when delivery is expected.

(b) name of company, telephone number/extension number
   number of person/department making the order
   exact order
   order number/invoice number
   date and time of the call
   when delivery is expected.

(c) name of company/telephone number/extension number
   name of person/department to whom message/enquiry directed
   precise details of the message/enquiry
   date and time of the call
   what action is expected.

(d) name of company/telephone number/extension number
   name of person/department/institution making the enquiry/leaving the message
   precise details of the message/enquiry
   date and time of the call
ASSESSMENT: TASK 3.2 (Cont'd)

- action to be taken
  
  (e) precise identification of self/department and company
  
  - not speaking too quickly
  
  - giving 'cues' before key information is given, e.g. telephone numbers, prices, name
  
  - verifying important information
  
  - using polite forms, e.g. 'please', 'thank you', maintaining a calm, pleasant manner
  
  - using the caller's name
  
  - identifying self clearly
  
  - seeking feedback/confirmation of message exchanges
  
  - concentrating intensely (you are relying on your hearing in the same way a blind person might; if you concentrate intensely, you find your hearing intensifies)

  *Listen* for non-verbal indicators rather than *look* for them, e.g., tone of voice, preparedness of other party to listen, interpret silences, identify nervousness (silence, chatter, shrill laughter, unwillingness to ask questions or seek clarification)

  - confirming action to be taken.

  (f) excessive politeness (indicates boredom/disinterest)

  - rudeness (indicates disinterest)

  - lack of questions (indicates disinterest)

  - unwillingness to indicate the next step, i.e. commit self to the actual purchase.

  (g) not letting the switchboard or extensions ring endlessly

  - switchboard operator coming back to the caller at regular intervals to inform them of their progress in being connected to a busy extension.
identify company, department, self
use a friendly manner
indicating a genuine concern to help.

(h) intimidated by idea of recording voice on tape (especially that people may later find their voice peculiar as they listen to the tape)

complete lack of any feedback, so unsure whether message is being understood

apprehension that one might be cut off before message is completed (so some will hang up, plan their message and ring back).

Strategies used to overcome factors in (h)

friendly and relaxed voice on answering machine
clear instructions on what their message should include (name, telephone number, brief message, where they can be contacted)
clear indication of how much time they have to leave the message
clear indication of what action they may expect as a result of leaving the message.
SKILLS UNIT 3: COMMUNICATING IN THE WORKPLACE
TOPIC: Telephone Skills
OBJECTIVE: To identify factors that lead to effective telephone communication

Name: ______________________
Class/Group: ______________________

TASK 3.3

Identify the barriers to communication that will present themselves in the following situations, and classify them according to whether they apply to the sender or the receiver.

SITUATION 1

You make an important STD call to Sydney regarding a job you have applied for. No one is in the office, and an answering machine instructs you to leave details of your business.

SITUATION 2

You want to make a business phone call to someone. The telephonist switches you through to the extension and the phone rings for ages but no one answers. You want to leave a message but the telephonist seems to have forgotten about you. Finally, she answers and you are able to leave a message with her.
ASSESSMENT: TASK 3.3

SITUATION 1

A range of possible responses may present themselves. Among the possible barriers to communication are:

1. Anxiety regarding the need to use an answering machine.
2. Reluctance to tape private information regarding yourself on a machine.
3. Anxiety caused by the fact that using an answering machine represents one way communication, that is, no possibility of any feedback, will it turn off before I have finished, etc.

(All of these are concerned with the sender.)

SITUATION 2

A range of possible responses present themselves. Among the possible barriers to communication are:

For the sender

1. Anxiety that the telephonist has forgotten you.
2. Anxiety about wishing to leave your message with someone.

For the receiver (i.e. the telephonist)

1. Apparent lack of concern for the incoming caller.
SKILLS UNIT 3: COMMUNICATING IN THE WORKPLACE

TOPIC: Telephone Skills

OBJECTIVE: To summarise and analyse a message given over the telephone

| Name: ______________________ |
| Class/Group: ________________ |

TASK 3.4

(Note: This task requires a recording on tape of a message. The text of the message is included in the Teacher's Notes at the beginning of this skills unit.)

Assuming you work for Jennie's Dial-a-Pizza, list below the questions you need to ask Lisa when you call her back.

Questions to be asked about Lisa's order:

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
The answer should list the following:

1. Exact number of pizzas
2. Types of pizzas
3. Size of pizzas
4. Day of delivery
5. Address for delivery
6. Time of day - a.m. or p.m.
7. Method of payment (cash or credit card)

(Note: Lisa has already asked for the cost.)
TASK 3.5

Jennie's Dial-a-Pizza operates 7 days a week from 11 a.m. to midnight. Therefore a large number of casual and part-time staff are employed.

In order to ensure all staff note full and correct details of telephone orders for pizzas, develop a standard form which is to be completed each time a telephone order is taken.
The standard form developed by students should include the following information:

(a) Date: ________  (b) Order No.: ________

Order taken by: ____________________________________

Time: ________

Customer: _______________________________________

Address: _______________________________________

Phone: ________

Pizza

No: ________

Type: _______________________________________

Toppings: __________________________________

Size: ______________________________________

Cost $: _____ The method of payment _______

Expected time of delivery: ___________________
SKILLS UNIT 3: COMMUNICATING IN THE WORKPLACE

TOPIC: Telephone Skills

OBJECTIVE: To demonstrate skills in using the telephone

Name: __________________

Class/Group: __________

TASK 3.6

You are required to answer the telephone while the receptionist is on a lunch break.

If you are faced with the following situations, how would you respond?

Write your response in the blank provided.

1. You have to ask a caller to wait
   Response ____________________________

2. You have transferred a call but the extension does not answer. You offer the caller an alternative
   Response ____________________________

3. You want to tell a caller you are transferring his/her call
   Response ____________________________

4. You wish to acknowledge a caller's name
   Response ____________________________

5. You answer an incoming call
   Response ____________________________

6. You have been delayed in coming to the phone
   Response ____________________________

21
TASK 3.6 cont’d

7. You have not heard a caller’s request clearly
   Response ____________________________________________

8. You require the name of the caller’s company
   Response ____________________________________________

9. In transferring a call you are told that the person being sought is out of the building for the next 2 hours
   Response ____________________________________________

10. You answer an internal call (extension to extension)
    Response ____________________________________________
The following responses are offered as a guide to acceptable answers.

1. "Would you hold the line please?"

2. "I am sorry, I am unable to locate Mr/s ______ is there anyone else who could help you?"

3. "I am transferring your call now"

4. Thank you Mr/s ______

5. "Good morning/afternoon ____________(company's/firm's name) May I help you?"

6. "I am sorry to have kept you waiting"

7. "I am sorry. Would you mind repeating that please?"

8. "May I ask who is calling please"

9. "I am sorry. I have just been advised that Mr/s ______ is out for the next 2 hours"

10. Extension (520) ______(your name) speaking
SKILLS UNIT 3: COMMUNICATING IN THE WORKPLACE

TOPIC: Telephone Skills

OBJECTIVE: To demonstrate skills in using the telephone

TASK 3.7

Read the following 6 situations and explain in the space provided how you would deal with each situation.

In each case you are to answer as an employee.

**SITUATION 1**

You are an apprentice butcher at Flake, Bream and Co. Wholesale Fish Merchants. You answer the extension phone to the kitchen. What do you say when you pick up the phone?

**ANSWER 1**

__________________________________________________________

**SITUATION 2**

You are occupied with an important new supplier. Another supplier is waiting outside. You can hear the telephone ringing in the manager’s office and nobody is there to answer it. What should you do?

**ANSWER 2**

__________________________________________________________
**TASK 3.7 (Cont’d)**

**SITUATION 3**

You answer the telephone at 2.30 pm and the caller asks to speak to Mrs Brown. You know Mrs Brown is away until tomorrow morning. What should you say to the caller?

**ANSWER 3**

---

**SITUATION 4**

John Wilson is occupied cleaning out the cool store. An STD telephone caller asks to speak to John. You know it will take three or four minutes to get John to the telephone. What should you do?

**ANSWER 4**

---
**TASK 3.7 (Cont'd)**

**SITUATION 5**

You answer the telephone and the caller starts a long series of complaints, none of which has anything to do directly with you. It is hard to make a lot of sense of what is being said. What is the best procedure to use in this situation?

**ANSWER 5**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**SITUATION 6**

You answer the telephone and realise after a couple of moments that the caller should really be speaking to Mrs Brown who is on another extension line. What should you do?

**ANSWER 6**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Whilst the exact scripting of a 'correct' reply or response is impossible, the following answers are a close guide.

**Answer 1**

"Extension 520 (Richard) speaking."

**Answer 2**

- Apologise to your supplier.
- Answer the telephone and ask the caller to leave their name and number so that either you or someone else can call them back as soon as possible.

**Answer 3**

"I'm sorry. Mrs Brown is away until tomorrow morning. Would you like to:  
  . speak to someone else, or  
  . leave a message?"
ANSWER 4

- Explain the situation quickly.
- Ask the caller:
  - if somebody else can help them
  - if he/she wants to ring later
  - if he/she wants to be rung later
  - if he/she wants to hold the line
  - if he/she wants to leave a message.

ANSWER 5

- Be polite, tactful, courteous.
- Explain that you are not the person who can deal with the situation.
- Ask the caller to leave his/her name and contact number
- Tell the caller you will ask the manager/supervisor to ring him/her.

ANSWER 6

- Let the caller know that he/she should be speaking to Mrs Brown.
- If you attempt to transfer the call, inform the caller of what you are doing.
- If the transfer is unsuccessful, offer to take a message.
SKILLS UNIT 3: COMMUNICATING IN THE WORKPLACE

TOPIC: Telephone Skills

OBJECTIVE: To demonstrate skills in using the telephone

Name: ________________
Class/Group: ________________

TASK 3.8

This task can be done in one of the following ways:

a) Listen to the tape recording of 6 telephone messages and recall the details of the message on the message forms provided.

b) Work in pairs and simulate a telephone conversation by sitting back to back. One student will need the telephone message (see script for telephone messages on page 30) and the other will record details on the message forms.

c) Work in pairs and use internal phones in adjoining offices. One student will make the call using the telephone message scripts (see page 30) and the other will record details on the message forms.

Each 'call' should last no more than 1 minute. If working in pairs, alternate roles so that each student records three messages.

When the telephone rings the person receiving the call has to:

a) answer with an extension number and his/her name, Extension 520. Kevin speaking.

b) listen while the caller explains what he/she wants;

c) answer appropriately and offer to take a message;

d) record the message on the standard message form and check these details with the caller.
**TASK 3.8 (Cont'd)**

**TELEPHONE MESSAGE SCRIPTS**

1. I'd like to leave a message for Mrs Robertson. Would you tell her that fifty copies of the Cheap Eats guide have been sent with Tim Davison. He should deliver them to her before 10.00 pm next Wednesday. She can return any out-of-date guides to me. My number if (054) 396 242.

2. I'd like to speak to Mr Passmore please. (Not available). Would you ask him to ring me at Williamstown (03) 629 47891. The appointment we had for next Monday has had to be cancelled and I'd like to discuss Thursday the 25th as an alternative. And tell him Roger says hello.

3. This message is for Miss Craig. Miss Peta Craig in the accounting section. My name is Wilson from Wilson and Smith accountants. Tell Peta she can collect the materials she left with us last Tuesday. They are to be signed where indicated in red - not blue as last year - and all but the last page returned to me before Friday next. My extension number has changed too. It's now 421.

(Peter Hewson visits in person at 11.45 am)

4. Could this message be left on Peter Hewson's desk please? The message is for him to telephone Tom Malcolm about the appointment he made to see Tom on Friday this week. There are some papers Peter will need to bring with him. Oh, don't call between 1.30 and 4.00 pm. He'll be in a meeting.

5. I am returning a call made by Mrs Forster. Can you ask her to ring me as soon as possible. At the moment I'm on 628 4614 and I'll be here for another hour. After that I'll be on 628 4312 until I leave for home. I should be home by 7.00 pm.

6. Can an urgent message be left for Jillian Davies telling her that the time of next Wednesday's class is has been changed to 9.30 am. It will be held in Room P.22 and not where last Wednesday's class was held. If she can't go she's to ring Greg Cumming.
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<thead>
<tr>
<th>MESSAGE</th>
<th>TELEPHONED</th>
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<tr>
<td>OPERATOR</td>
<td>URGENT</td>
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</tbody>
</table>

**TASK 3.8 (cont’d)**

**TELEPHONE MESSAGES**

**MESSAGE ONE**

<table>
<thead>
<tr>
<th>TO</th>
<th>DATE</th>
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**WHILE YOU WERE OUT**

<table>
<thead>
<tr>
<th>TIME</th>
<th>am</th>
<th>pm</th>
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<table>
<thead>
<tr>
<th>PHONE</th>
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**OPERATOR**

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</table>
**TASK 3.8 (Cont’d)**

**MESSAGE TWO**

<table>
<thead>
<tr>
<th>TO.</th>
<th>MESSAGE</th>
<th>TELEPHONED</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>RETURNED YOUR CALL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PLEASE CALL</td>
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<td></td>
<td></td>
<td>WILL CALL AGAIN</td>
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<tr>
<td></td>
<td></td>
<td>CALLED TO SEE YOU</td>
</tr>
<tr>
<td></td>
<td></td>
<td>WANTS TO SEE YOU</td>
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<td>PHONE</td>
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<tr>
<td>PHONE EXT</td>
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</tbody>
</table>

**WHILE YOU WERE OUT**

While you were out, your call was telephoned. The operator wants to see you again. Please call if you have any urgent matters.
**TASK 3.8 (Cont'd)**

**MESSAGE THREE**

<table>
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<tr>
<th>TO</th>
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**WHILE YOU WERE OUT**

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<th>TIME</th>
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**MESSAGE FOUR**

**MESSAGE ADVICE**

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<th>FROM:</th>
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- [ ] Telephoned
- [ ] Called to see you
- [ ] Will ring again
- [ ] Will call again
- [ ] Please ring back
- [ ] Wants to see you
- [ ] Urgent

**MESSAGE**

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**MESSAGE RECORDED BY:**

34
MESSAGE FIVE

MESSAGE ADVICE

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<tr>
<th>TO:</th>
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- [ ] Telephoned
- [ ] Called to see you
- [ ] Will ring again
- [ ] Will call again
- [ ] Please ring back
- [ ] Wants to see you
- [ ] Urgent

MESSAGE

MESSAGE RECORDED BY:
**TASK 3.8 (Cont’d)**

**MESSAGE SIX**

**MESSAGE ADVICE**

<table>
<thead>
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</table>

|QUIZ| Telephoned | Called to see you |
|    | Will ring again | Will call again |
|    | Please ring back | Wants to see you |

<table>
<thead>
<tr>
<th></th>
<th>Urgent</th>
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**MESSAGE**

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36
TELEPHONE MESSAGES

Whilst the exact message will vary between students, the essential
details as shown must be included. The form used does not alter
the requirements. The numbers in parenthesis indicate the number
of essential details for the message. All essential details must be
correctly recorded - this includes spelling of names.

MESSAGE ONE

| (1)              | (2) Actual date to be entered |
| TO Mrs Robertson | DATE be entered               |

WHILE YOU WERE OUT

| (4) Caller's actual name to be entered |
| M                                      |

| (5) (054) 396 242 | (3) Actual time to be entered am pm |
| PHONE             | TIME be entered                 |

MESSAGE

| (6) 50 copies |
| (7) Cheap Eats Guide sent with |
| (8) Tim Davison. |
| (9) Delivery before 10:00 pm |
| (10) next Wednesday |
| (11) Return old ones. |

OPERATOR (13) (Recorder's actual name) | URGENT |

TELEPHONED

RETURNED YOUR CALL

PLEASE CALL

WILL CALL AGAIN

CALLED TO SEE YOU

WANTS TO SEE YOU
### MESSAGE TWO

<p>| | | | | |</p>
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<tbody>
<tr>
<td>(1)</td>
<td>TO Mr Passmore</td>
<td>(2) Actual date to be entered</td>
<td>(2) Actual date to be entered</td>
<td></td>
</tr>
<tr>
<td>(3)</td>
<td>WHILE YOU WERE OUT</td>
<td>(3) Actual time to be entered</td>
<td>(3) Actual time to be entered</td>
<td></td>
</tr>
<tr>
<td>(4)</td>
<td>Caller's actual name to be entered</td>
<td>OF Not essential</td>
<td>OF Not essential</td>
<td></td>
</tr>
<tr>
<td>(5)</td>
<td>PHONE (03) 629 4781</td>
<td>EXT Not essential</td>
<td>EXT Not essential</td>
<td></td>
</tr>
</tbody>
</table>

**MESSAGE**

(6) Next Monday's appointment cancelled.

(7) Thurs. 25th an alternative.

(8) Roger says hello.

**OPERATOR** Recorder's actual name to be entered.

### MESSAGE THREE

<p>| | | | | |</p>
<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>(1)</td>
<td>TO Miss Peta Craig</td>
<td>(2) Actual date to be entered</td>
<td>(3) Actual time to be entered</td>
<td></td>
</tr>
<tr>
<td>(4)</td>
<td>WHILE YOU WERE OUT</td>
<td>(5) Wilson &amp; Smith Accountants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(5)</td>
<td>Mr Wilson</td>
<td>OF Wilson &amp; Smith Accountants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(6)</td>
<td>PHONE Not essential</td>
<td>EXT 421</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**MESSAGE**

(7) Collect materials from Tuesday.

(8) Sign where red (Not blue).

(9) Return all but last before next Friday.

**OPERATOR** Recorder's actual name to be entered.
MESSAGE FOUR

MESSAGE ADVICE

TO: (1) Peter Hewson

FROM: (2) Tom Malcolm

TELEPHONE NO. DATE TIME
(2) Actual No. (3) Actual date (4) 11.45 am

☐ Telephoned (5) ☑ Called to see you
☐ Will ring again
☐ Will call again
☐ Please ring back
☐ Wants to see you

□ Urgent

MESSAGE

(6) Friday’s appointment
(7) Some papers needed
(8) Don’t call between 1:30 & 4:00

MESSAGE RECORDED BY

(9) Recorder’s actual name to be entered

MESSAGE FIVE

MESSAGE ADVICE

TO: (1) Mrs Forster

FROM: (2) Caller’s actual name

TELEPHONE NO. DATE TIME
(3) Actual date (4) Actual time am pm

☑ Telephoned (5) ☑ Called to see you
☐ Will ring again
☐ Wants to see you
☑ Please ring back (6) ☑ Wants to see you

(7) ☑ Urgent

MESSAGE

(8) 628 4614 until (add 1 hour to actual time)
(9) Then 628 4312
(10) Then Home by 7.00 pm

MESSAGE RECORDED BY

(11) Recorder’s actual name to be entered
MESSAGE SIX

MESSAGE ADVICE

<table>
<thead>
<tr>
<th>TO:</th>
<th>(1) Jillian Davies</th>
</tr>
</thead>
<tbody>
<tr>
<td>FROM:</td>
<td>(2) Caller's actual name to be entered</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TELEPHONE NO.</th>
<th>DATE</th>
<th>TIME</th>
<th>am</th>
<th>pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not essential</td>
<td>(3) Actual date</td>
<td>(4) Actual time</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- [ ] Telephoned (5)
- [ ] Called to see you
- [ ] Will ring again
- [ ] Will call again
- [ ] Please ring back
- [ ] Wants to see you
- [x] Urgent

MESSAGE

(7) Next Wed's class changed to 9:30
(8) In room P.22
(9) If you can't go, ring Greg Cumming

MESSAGE RECORDED BY

(10) Recorder's actual name
SKILLS UNIT 3: COMMUNICATING IN THE WORKPLACE

TOPIC: Telephone Skills

OBJECTIVE: To demonstrate skills in using the telephone

---

**Name:**

**Class/Group:**

---

**TASK 3.9**

Prepare scripts for the following situations, then act them out in role plays. You will need to have two people for each role play and one or more observers. Observers use the checklists on the following page.

1. Christine Mudd rings you and wants to let you know that she intends to take a week's sick leave. You are her superior. Christine's poor health has also been a cause of concern to you as it appears to you to be clearly stress-related.

2. Barbara Jeans from Brassy Incorporated rings you again to attempt to sell you some staff training programs on the topic of staff motivation. You don't want to use her because you have heard from others that she is unreliable, but your boss is impressed by her.

3. You need to make a call to Sadie Hunter from the Work Rehabilitation Council. You need to get details and information from her regarding the rehabilitation of one of your staff, Sam McGregor, who has been on Workcare for the past six months following an accident in the kitchen. He has rung you and wants to come back to work, though he will be unable to do his old job.

TASK 3.9 (Cont’d)

CHECKLISTS 3.9

Observers should use the following checklist by placing a tick alongside each behaviour observed:

ORGANISING AND MAKING A PHONE CALL

1. Using the phone book, did the student find the correct number? ☐
2. Did the student identify himself/herself, department or company according to the situation and to the company's standard procedure? ☐
3. Did the student speak in a calm and controlled manner? ☐
4. Were non-verbal messages appropriate and businesslike? ☐
5. Did the student provide information slowly, verifying important facts? ☐
6. Did the student use terms such as 'please' and 'thank you', and, at an appropriate time, use the caller's name? ☐
7. When terminating the call, did the student end the call pleasantly, in an unhurried manner? ☐
8. Did the student replace the handpiece quietly at the end of the call? ☐
9. Were records kept? ☐

RECEIVING A PHONE CALL

1. Did the student answer the phone in an appropriate manner, and according to the company's standard procedure? ☐
2. Did the student give all his/her attention to the caller listening carefully and showing sincere interest, and letting the caller state the purpose of the call? ☐
3. Did the student speak in a calm and controlled manner? ☐
**TASK 3.9 (Cont'd)**

4. Receiving information and giving information, did the student speak slowly, verifying important facts? □

5. Did the student use terms such as 'please' and 'thank you', and, at an appropriate time, use the caller's name? □

6. Did the student attend to the call efficiently and promptly and avoid practices such as transferring the caller to other departments without adequate consideration, or leaving the caller holding on for long periods? □

7. Did the student fill the appropriate information on to a message form? □

8. Did the student who originated the call, hang up first? □

9. Did the student take any action necessitated by the call? □

**RECORDING A MESSAGE INTO AN ANSWERING SERVICE**

1. Did the student record the message giving explicit instructions and speaking with good tone and clarity? □

2. Were cues given to highlight significant details, e.g. telephone number, name. □

3. Were important points repeated (e.g. name and telephone number)? □
ASSESSMENT: TASK 3.9 (for guidance only)

Scripts

Scripts should identify the following:

Situation 1:

- your question should endeavour to determine
  - the illness
  - the estimated time of absence

- the tone should be supportive. You may inquire as to the medical help being sought

- Christine may or may not know what sick leave benefits she has and you should verify this

- full details should be kept.

Situation 2:

- you should find out full details of her programs (cost, length, numbers that can be accommodated, what is included in the cost)

- you should request a written proposal from her

- you should ask her for details of other similar programs she has delivered, and names of contact persons for these so that you can, if you wish, contact these.

- full details should be kept.

Situation 3:

- you should give full details of Sam’s history

- you should determine the regulations which apply, what your rights and obligations are, as well as Sam’s rights and obligations

- you should identify the guidelines for action or assistance available to you
you should keep full details of the call.

**Situation 4:**

- give your name, telephone number and company name. Repeat this information and give verbal cues so that this information is not rushed.
- give an indication of what you want to talk to him about.
- give suggested appropriate times for ringing back.

**OTHER ITEMS WILL BE IDENTIFIED BY YOU**
SKILLS UNIT 3: COMMUNICATING IN THE WORKPLACE

TOPIC: Requests and Orders

OBJECTIVE: To distinguish between requests and orders as specific types of oral communication

Name: ______________________
Class/Group: ______________________

TASK 3.10

Read the story 'AN INCIDENT IN THE KITCHEN' and answer the questions that follow.

AN INCIDENT IN THE KITCHEN

Ali had worked for two years in the kitchen of a medium-sized seafood restaurant as a general assistant. David was the Head Chef and was in charge of eight staff. Ali's immediate supervisor was Louise who was the Leading Hand. Moana had only just joined the staff, having never worked in a kitchen before.

One night, the restaurant was very busy. David asked Ali to set out eight plates so that he could serve a course for a particular table. While Ali was warming some of the plates - which was the normal practice in the kitchen - Louise discovered the seafood being prepared for another group of guests was unsuitable for presentation. Due to the pressure of the busy time, she asked Ali to go to the main freezer downstairs and bring back some replacement seafood and thaw it. Ali raised his eyebrows and sighed loudly but said nothing to Louise. On seeing Ali's expression, and in the heat of the moment, Louise snapped "Go now!" Ali looked at Moana and shook his head.

On seeing that, Moana said quietly 'I'll fix the plates - go on'.

As Ali left, Moana was still completing her own task. Just then, David returned to the kitchen and saw the plates not yet set out and no one working on them.

"Damn it" David exclaimed, 'Where the dickens is Ali? Someone get and do the plates now!".

Louise snapped at David saying, "They will be ready in a moment" and frowned as she pointed to Moana and then to the place where the plates were still sitting unprepared.
TASK 3.10 (Cont'd)

1. Identify the requests given in the story.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Identify the order(s) given in the story.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. Give an example from your answer to No. 2 of how altering the tone of voice could change an order to a request.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. When people use authority at work, they are using their position or designation as a lever to have something done. When people use power, they are using a range of factors such as their own personality, language or their informal position in a work group as a lever to have something done.

Indicate when Louise used authority in the story.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

5. Indicate when David used power in the story.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
1. There were two requests:
   . Louise asked Ali to go to the main freezer and bring back some replacement seafood and thaw it.
   . David asked Ali to set out eight plates so that he could serve a course for a particular table.

2. There were three orders:
   . Louise snapped "Go now!"
   . David exclaimed . . . "Someone get and do the plates now!"
   . Louise pointed to Moana and then to the place where the plates were still sitting unprepared.

3. Instead of snapping 'Go now' Louise should have spoken quietly and then it might be interpreted a request.

4. Louise used authority on all three occasions in which she gave directions in the story.

5. "Someone get . . .".
SKILLS UNIT 3: COMMUNICATING IN THE WORKPLACE

TOPIC: Requests & Orders

OBJECTIVE: To identify factors involved in communicating requests and orders

Name: ______________
Class/Group: ______________

TASK 3.11

Read the story 'AN INCIDENT IN THE KITCHEN' and answer the questions that follow.

AN INCIDENT IN THE KITCHEN

Ali had worked for two years in the kitchen of a medium-sized seafood restaurant as a general assistant. David was the Head Chef and was in charge of eight staff. Ali's immediate supervisor was Louise who was the Leading Hand. Moana had only just joined the staff, having never worked in a kitchen before.

One night, the restaurant was very busy. David asked Ali to set out eight plates so that he could serve a course for a particular table. While Ali was warming some of the plates - which was the normal practice in the kitchen - Louise discovered the seafood being prepared for another group of guests was unsuitable for presentation. Due to the pressure of the busy time, she asked Ali to go to the main freezer downstairs and bring back some replacement seafood and thaw it. Ali raised his eyebrows and sighed loudly but said nothing to Louise. On seeing Ali's expression, and in the heat of the moment, Louise snapped "Go now!". Ali looked at Moana and shook his head.

On seeing that, Moana said quietly "I'll fix the plates - go on".

As Ali left, Moana was still completing her own task. Just then, David returned to the kitchen and saw the plates not yet set out and no one working on them.

"Damn it" David exclaimed, "Where the dickens is Ali? Someone get and do the plates now!"

Louise snapped at David saying, "They will be ready in a moment" and frowned as she pointed to Moana and then to the place where the plates were still sitting unprepared.
1. Louise became angry because she was apparently concerned about the rush on the night, and this problem was accentuated by the seafood problem. How did her anger affect her communication?

2. What gestures and body language were used in the story? (Identify 5 examples)

3. How should Louise change her way of communicating to ensure approval?

4. It is important to understand the other person's situation when giving them orders. Where is this understanding displayed and where is it not in the story?
   Is displayed: ______________________________________________________

   _________________________________________________________________

   Is not displayed: __________________________________________________

   _________________________________________________________________
1. When the situation became tense, Louise snapped and displayed her anger rather than using her authority as the supervisor.

2. There were five examples:
   . raising of the eyebrows (Ali);
   . sighing loudly (Ali);
   . headshake (Ali);
   . frown (Louise);
   . pointing (Louise).

3. She should give more complete explanations and information. She should also refrain from raising her voice and from pointing.


   Is not displayed: When Louise and David fail to realise that they had both given orders to Ali.

   When David asks where Ali is.
SKILLS UNIT 3: COMMUNICATING IN THE WORKPLACE

TOPIC: Requests & Orders
OBJECTIVE: To choose language and tactics appropriate to giving requests and orders

Name: __________________________
Class/Group: ____________________

TASK 3.12

Read the story 'AN INCIDENT IN THE KITCHEN' and answer the questions that follow.

AN INCIDENT IN THE KITCHEN

Ali had worked for two years in the kitchen of a medium-sized seafood restaurant as a general assistant. David was the Head Chef and was in charge of eight staff. Ali's immediate supervisor was Louise who was the Leading Hand. Moana had only just joined the staff, having never worked in a kitchen before.

One night, the restaurant was very busy. David asked Ali to set out eight plates so that he could serve a course for a particular table. While Ali was warming some of the plates - which was the normal practice in the kitchen - Louise discovered the seafood being prepared for another group of guests was unsuitable for presentation. Due to the pressure of the busy time, she asked Ali to go to the main freezer downstairs and bring back some replacement seafood and thaw it. Ali raised his eyebrows and sighed loudly but said nothing to Louise. On seeing Ali's expression, and in the heat of the moment, Louise snapped "Go now!" Ali looked at Moana and shook his head.

On seeing that, Moana said quietly "I'll fix the plates - go on".

As Ali left, Moana was still completing her own task. Just then, David returned to the kitchen and saw the plates not yet set out and no one working on them.

"Damn it!" David exclaimed, "Where the dickens is Ali? Someone get and do the plates now!".

Louise snapped at David saying, "They will be ready in a moment" and frowned as she pointed to Moana and then to the place where the plates were still sitting unprepared.
1. What advice would you give to the following people in the story to suggest how they might improve the way they communicate?

To David:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

To Louise:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

To Ali:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Change each order that you identified within the story in Q.2 of Task 3.10 so as to use more appropriate words and therefore improve communication and harmony in the workplace.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
TASK 3.12 (Cont'd)

3. Informal language is language which uses colloquial or common expressions. It is more often used in conversation that in written communication.

Identify one example of the use of informal language from the story.

4. How does the use of informal language affect the communication taking place in the story?

5. How does the tone of one's voice affect communication?

6. Give an example from the story where tone may have affected the quality of the communication.
TASK 3.12  (Cont'd)

7. Did David understand why Ali did not carry out his instruction? How do you know?

8. What is the most direct way of checking whether a direction has been understood?

9. Often it is difficult to check a person's understanding of a communication. For example, it is not possible simply to ask if the other person has understood request/order.

With this in mind, rephrase Louise's request to Ali about going to the freezer to ensure both that he understands what is required and that he is not offended.

10. Ali receives messages from both David and Louise. Why is this a problem for him?

11. An important tactic when making requests or giving orders is to check that your communication has been received as you intended, and then that it is carried out correctly. What could David have done to ensure his requests and orders were carried out?
1. To David: Assess situations before issuing orders and check what others have already requested.

To Louise: Be less aggressive and more thoughtful when speaking.

To Ali: Be prepared to speak up when given conflicting information and do not use negative non-verbal communication.

2. "Go now" should be changed to "Would you please go and get ..."

OR

"When you have finished, please go and get ..."

"Someone get and ..." change to "(Person's name), please get the plates ready as a customer is ...".

Louise pointed to Moana ... changed to "Please prepare these plates".

3. Any of the following.

   . "Get and do the plates now!"
   . "Where the dickens is Ali?."
   . "I'll fix the plates."

4. In most circumstances informal language can lead to a relaxed atmosphere in the workplace. When it results from frustration or annoyance, however, the lack of specificity in informal language can lead to a breakdown in communication and to a lack of respect.

5. Tone of voice can change the mood of a communication: e.g. request may become an order.

6. David's exclamation about Ali provides an example.

7. No he did not understand. David asked where Ali was. He failed to find out why his request was not being carried out.
8. The most direct means is to ask a person to explain what they have to do. In this way the instructor can check understanding by gaining feedback. Direct observation is another means. However, the observation may be unreliable as extraneous factors may impinge on a person’s performance.

9. Louise should say something like:

"Ali are you busy ... please leave the plates for a moment and go to the main freezer ... I'll explain to David where you are."

10. It is a problem because Ali is placed in a conflict situation not knowing whose request/order he should carry out first. He does not know to whom he is most responsible.

11. David should have sought some form of acknowledgement (probably from Louise) before moving off to do something else.
SKILLS UNIT 3: COMMUNICATING IN THE WORKPLACE

TOPIC: Requests & Orders

OBJECTIVE: To choose language and tactics appropriate to giving requests and orders

TASK: 3.13

1. Suggest what can be done about each of the following factors to improve communication in your workplace (the first one has been done for you).

<table>
<thead>
<tr>
<th>FACTOR</th>
<th>ADVICE TO IMPROVE COMMUNICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>The layout of the workplace</td>
<td>Have people who need to communicate frequently in close proximity; reduce unnecessary noise.</td>
</tr>
<tr>
<td>The work tasks being undertaken at the time</td>
<td></td>
</tr>
<tr>
<td>Gestures and body language that accompany requests and orders</td>
<td></td>
</tr>
<tr>
<td>The tone of voice used</td>
<td></td>
</tr>
<tr>
<td>An understanding of the receiver's feelings</td>
<td></td>
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<tr>
<td>FACTOR</td>
<td>ADVICE TO IMPROVE COMMUNICATION</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>The layout of the workplace</td>
<td>Have people who need to communicate frequently in close proximity; reduce unnecessary noise.</td>
</tr>
<tr>
<td>The work tasks being undertaken at the time</td>
<td>Ensure that supervisors are aware of who is doing what and why they are doing it.</td>
</tr>
<tr>
<td>Gestures and body language that accompany requests and orders</td>
<td>Ensure that non-verbal cues complement/reinforce the oral communication and that they are positive.</td>
</tr>
<tr>
<td>The tone of voice used</td>
<td>Ensure that the tone of voice does not reveal any unnecessary hostility or personal anxiety which may upset others.</td>
</tr>
<tr>
<td>An understanding of the receiver's feelings</td>
<td>Look for and acknowledge signs in a person's behaviour before acting.</td>
</tr>
</tbody>
</table>
SKILLS UNIT 3: COMMUNICATING IN THE WORKPLACE

TOPIC: Requests & Orders

OBJECTIVE: To choose language and tactics appropriate to giving requests and orders

Name: ____________________

Class/Group: ______________

**TASK 3.14**

Four requests/orders are listed in the table below. For each:

a) identify the problem associated with each communication;

b) rephrase each communication by using more appropriate language.

1. Hurry up and finish that job - I want you to do something else.

   a) Problem: __________________________________________________________

   b) Rephrased Communication: __________________________________________

2. You don't seem to be too busy, would you mind setting the tables?

   a) Problem: __________________________________________________________

   b) Rephrased Communication: __________________________________________
**TASK 3.14 (Cont'd)**

3. I want **you** to get out 20 wine glasses for me.
   a) Problem:

   ____________________________________________________________

   ____________________________________________________________

   b) Rephrased Communication:

   ____________________________________________________________

   ____________________________________________________________

4. The boss has told me to tell you to clean the freezer out.
   a) Problem:

   ____________________________________________________________

   ____________________________________________________________

   b) Rephrased Communication:

   ____________________________________________________________

   ____________________________________________________________
1. a) Problem:
Statement is abrupt and could create anxiety/hosiltlty.

b) Rephrased Communication:
'(Person’s name), how long will you need to finish that job?’ Then, depending on response, ‘Would you leave that for a moment and ...... (state specific task to be complete)’?

2. a) Problem:
'You don’t seem to be too busy’ is demeaning as it suggests the other person isn’t working hard enough.

b) Rephrased Communication:
'(Person’s name), please set the tables as soon as you can’.

3. a) Problem:
This communication could suggest that the receiver is doing the task for the speaker alone.

b) Rephrased Communication:
'(Person’s name), would you please get out 20 wine glasses?'

4. a) Problem:
It could appear that the boss did not want to talk to the person required to do the task.

b) Rephrased Communication:
The boss should have given this direction, or the person speaking should have the authority to make the request without referring to the boss.
Task 3.15

You have been requested to demonstrate to a small group of people the methods of salad/bread preparation in a commercial hotel.

List three things you need to find out before doing the demonstration.

a) ____________________________________________

b) ____________________________________________

c) ____________________________________________
ASSESSMENT: TASK 3.15 (Note: This TASK is for self-assessment only)

1. How much time is available for the demonstration.
2. How much they already know about the subject.
3. Their ‘interest’ level (i.e. do you expect them to be already highly motivated or will you need to motivate them?)
4. Their purpose in wanting the information.
SKILLS UNIT 3: COMMUNICATING IN THE WORKPLACE

TOPIC: Instructions

OBJECTIVE: To prepare and give instructions and note feedback

Name: __________________
Class/Group: ______________

TASK 3.16

This task can be completed individually, or in small groups as a discussion exercise.

We communicate in many different ways at work. Some ways of communication are formal (e.g. greeting guests; reporting to managers), others may be informal (e.g. talking to co-workers; conversations with the general public). Sometimes, the formal communication must be extremely precise in detail and delivery, especially when safety, health, work practices and money are the object of the communication.

Communicating using written instructions is one form of formal communication.

Hints on preparing instructions:

. give some thought to the process being described before writing the instructions;
. list instructions in point form;
. illustrate using materials where possible;
. state the overall goal of the instructions;
. use common terminology;
. write instructions in a logical order;
. use concise, short steps;
. use an example.

Read the following situation then complete the task.

SITUATION

Sandra Zagreb is the Manager of the front office of the hotel in which you work. She is concerned about the accuracy with which staff complete petty cash vouchers.

Staff are often requested to make small purchases - less than $50 - which they then claim from a petty cash float kept by the reception cashier. Without accurate records it becomes extremely difficult for the cashier to monitor the monies spent by the staff.
TASK 3.16 (cont’d)

1. Sandra asks you to help write a set of instructions that all staff must follow when using petty cash.

Some of the information to be used in the instructions is listed below. You may wish to add other details. Use the voucher provided for your instructions.

"When staff need to make purchases from petty cash, they must obtain a receipt from the point-of-sale. The receipt must be attached to the petty cash voucher and all sections of the voucher filled in. The front office manager must approve the claim by signing as the authorising officer. When the cashier makes payment the staff member incurring the expense must sign and date the voucher and leave it with the cashier. A full description of the purchase must be made and the date and specific amounts noted on the voucher."

<table>
<thead>
<tr>
<th>PETTY Employee Incurring Expenses</th>
<th>CASH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>...19... Particulars of Serv./Purchase</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

APPROVED.............. Received Amount of - $
Authorising Officer

EMPLOYEE’S NAME ................. .......19...

Instructions on use of the petty cash system:

__________________________________________

__________________________________________

66
2. When you have completed the written instructions, try working through them orally with another person as the instructor.

Discuss the task of giving/using the instructions and note any areas of difficulty caused by ambiguity or vagueness in the instructions, or through the use of too much or too little information. Write a brief comment on the success of your instructions.
No two sets of instructions will be identical. In assessing the accuracy and usefulness of the instructions, the following checklist can be used. It might be given to students as a self-assessment device or the instructions may be assessed by the instructor. Accuracy of detail, logical ordering and overall consistency of instructions should provide an overall guide to assessment.

**Assessment Guide/Checklist**

The instructions should:

1. list materials that will be required to complete the task; 

2. state the overall goal; 

3. be written accurately in points; 

4. use common words/terms; 

5. be logical; 

6. use concise, short steps; 

7. use the sections on the voucher to illustrate/clarify points; 

8. use an example (if appropriate).
SKILLS UNIT 3: COMMUNICATING IN THE WORKPLACE

TOPIC: Instructions

OBJECTIVE: To prepare and give instructions and note feedback

---

Name: 

Class/Group: 

---

TASK 3.17

Task 3.16 asked you to complete a written set of instructions for preparing a petty cash voucher. This task develops the skill of preparing to give instructions orally. When instructions need to be given orally, it is often a good idea to jot down the materials needed and the major steps in the instructional sequence BEFORE giving them.

SITUATION

You work as a waiter/waitress in the restaurant at a major hotel. Many guests pay their bills by credit card. The manager asks you to take 15 minutes prior to the evening dinner session to instruct three new employees in how to complete credit card vouchers.

For accounting purposes, it is the practice in the restaurant that meals and bar charges are indicated separately on the credit card voucher. The completed voucher, apart from the cardholder's copy, is always stapled to the order, and both the voucher and order placed in a drawer beneath the till. No cash register impression is required on the voucher.

1. Using the credit card voucher that has been supplied, prepare the written set of instructions that you will use as a guide for giving the oral instructions to the three new employees.

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

69
TASK 3.17 (Cont’d)

2. Now deliver your instructions to the new employee. Give one of your classmates a blank voucher and ask him/her to listen and follow the instructions on completing the credit voucher. In playing out the role, the person following the instructions should act as though he/she has never had to complete a voucher.

3. Once you have given the oral instructions, assess the success of this communication exercise. Ask the person who followed your instructions to comment on the following questions. Write a short evaluation based on the answers to these questions.

   a) Were you given an overall goal/focus?

       __________________________________________________________

       __________________________________________________________

   b) Were you aware of the materials you needed to complete the task?

       __________________________________________________________

       __________________________________________________________

   c) Were the instructions clear and logical?

       __________________________________________________________

       __________________________________________________________

   d) Were you given the opportunity to practise filling in a voucher?

       __________________________________________________________

       __________________________________________________________
TASK 3.17 (Cont'd)

e) Were meaningful examples used, if necessary?


f) Were you encouraged to complete the task correctly?


g) Were you given the opportunity to ask questions and/or give feedback?


h) Was your completed task checked for accuracy?


Question 1

No two sets of instructions will be identical. In assessing the accuracy and usefulness of the instructions, the following checklist can be used. It might be given to students as a self assessment device or the instructions may be assessed by the instructor. Accuracy of detail, logical ordering and overall consistency of instructions should provide an overall guide to assessment.

Assessment Guide/Checklist

The instructions should:

. list materials that will be required to complete the task; □

. state the overall goal; □

. be written accurately in points; □

. use common words/terms; □

. be logical; □

. use concise, short steps; □

. use the sections on the voucher to illustrate/clarify points; □

. use an example (if appropriate). □
Question 2

For discussion and self-assessment only.

Question 3

The written self-evaluation should cover as many of the eight questions as are relevant to the written instructions and oral task.
SKILLS UNIT 3: COMMUNICATING IN THE WORKPLACE

TOPIC: Instructions

OBJECTIVE: To prepare and give instructions and note feedback

<table>
<thead>
<tr>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class/Group:</td>
</tr>
</tbody>
</table>

**TASK 3.18**

You have been selected by your boss to give instructions to a group of kitchen-hands who have just started work and are employed to clear tables and stack dishwashers.

1. Make a detailed plan of your instructions.

2. Deliver the talk within small groups.

3. Arrange for members of the group to complete Observers Checklist (on page 77).

4. While the group is evaluating you on your ability to give information clearly, pay attention to how they are reacting and at the end of your talk make notes on the feedback your audience gave you.

**After you have completed your presentation:**

5. a) List three non-verbal signals from your group that indicate understanding.

________________________________________
________________________________________
________________________________________
**TASK 3.18 (Cont’d)**

b) List three non-verbal signals from your group that indicate agreement.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

c) List three non-verbal signals from your group that indicate rejection of your message.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

6. On the basis of the feedback you received, what changes or adaptations did you make during your talk?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

7. a) Were there questions at the end of your talk?

b) If yes, indicate the types of questions asked by ticking the appropriate box.  

   YES  NO

   Polite, no real interest.  

   [ ]  [ ]

   Very interested, indicated good understanding.  

   [ ]  [ ]

   Seeking clarification on particular points.  

   [ ]  [ ]
Indicated very little had been understood.

c) If there were no questions, list three possible reasons.
**TASK 3.18 (Cont'd)**

**OBSERVER'S CHECKLIST FOR TASK 3.18**

Please complete the following after you have heard the talk.

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was the presenter's purpose clear?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did he/she check for prior knowledge?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did he/she check for understanding of key parts?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was the information presented in an organised way?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was the language used clear and easy to understand?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was eye contact maintained effectively?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SKILLS UNITS 3: COMMUNICATING IN THE WORKPLACE

TOPIC: Instructions

OBJECTIVE: To identify the most appropriate way of communicating in a given situation

Name: ____________________
Class/Group: ________________

TASK 3.19

Consider the needs of the persons to whom the following communications are directed, and identify the most appropriate medium of communication to use in each case.

SITUATION 1

Doreen is last in the kitchen one evening. She is trying to finalise the records for rosters marked in the last week. Maybellene from accounts will need these at 10.00 a.m. the following day so that the pay authorisation can be made out. Tomorrow is Doreen's day off. She finds she cannot finalise the records since Rachel worked an extra three hours in the shift just finished but, through no fault of Rachels, her time card was missing when she arrived and Doreen promised to attend to it but it slipped her mind.

Doreen needs to contact Celia first thing in the morning to ensure that a replacement card for Rachel is made up before Maybellene arrives. What medium of communication should Doreen choose to communicate with Celia.

Provide three alternatives with explanations. Justify your preference for one of them.

SITUATION 2

Sarah is the supervisor of the shift at the Ritzy Hotel's Afternoon Tea Dance. She is not happy with Mandy and Kirsty, who she believes are overly friendly with the customers and spend more time than they need with some of the regulars. Mandy and Kirsty are both very outgoing by nature, and they have noted that some regulars come back because of them. Sarah would consider serious action except that even allowing for their over friendliness, and that they take more time than they should with some regulars there is no denying that they are popular with the customers. There is no formal hotel policy to guide her. She is reluctant to speak to them about this as she does not want them to be resentful. But she feels that sometimes they border on being too casual, and so obviously she must take action. What medium of communication should she choose?

Provide three alternatives with explanations. Justify your preference for one of them.
TASK 3.19 (Cont'd)

SITUATION 3

You are one of the chefs on a cruise ship that regularly travels from Sydney to Fiji. At the close of your shift, you find that you must leave an important message for the next shift indicating that there is no lettuce left. Lettuces will need to be purchased at the market when the ship arrives in Fiji.

The next shift consists of a chef from Fiji who speaks only a little English and an Australian kitchen-hand who has only just joined the staff. What mode of communication should you use? Justify your choice and indicate why other modes were rejected.

Provide three alternatives. Justify your preference for one of them.
ASSESSMENT: TASK 3.19 (Note: This may be assessed through group discussion)

SITUATION 1

The possibilities are:

1. Doreen should set her alarm for 9.00 a.m. the following morning and ring Celia first thing.
   
   NOT preferred: Doreen is entitled to her day off.

2. Because setting Rachel's pay is so important, Doreen should come in herself and attend to it.
   
   NOT preferred: Doreen is entitled to her day off.

3. Doreen could leave a note on top of the kitchen bench.
   
   NOT preferred: the note could get thrown out. This course of action would be irresponsible on Doreen's part.

4. Doreen should leave notes for Celia and clear instructions on the Supervisor's in-tray so that she will find them immediately.
   
   Preferred because the communication is most likely to reach Celia, and it delegates responsibility clearly.

(Other possibilities are likely to be suggested)

SITUATION 2

The possibilities are:

1. Sarah could leave notes for Mandy and Kirsty thereby putting her expectations in writing, and avoid having to speak to them about it as she is so reluctant to do.
   
   NOT preferred: It is likely to be seen as more severe than it in fact may be, and there is no way Sarah could soften the message as she could in a face-to-face situation.
2. Sarah could publicise a policy statement on the degree of friendliness to be shown to clients and place it on the notice board or circulate it widely.

NOT preferred as a first step.

3. Sarah should speak to Mandy and Kirsty and explain her expectations and demand their compliance.

NOT preferred as a first step unless Mandy and Kirsty are uncooperative.

4. Sarah should speak to Mandy and Kirsty and explain that while she very much appreciates that they are very popular with the clients, they need to ensure that they act professionally at all times. Certainly she would need to ensure that they do not keep others waiting.

Preferred.

SITUATION 3

The possibilities:

1. Written note to chef. Not preferred because he probably cannot read English.

2. Set your alarm and speak to them yourself. Not preferred because there is no need for you to be so self-sacrificing.

3. Leave a note for the kitchen-hand and ask him to draw the chef's attention to the matter. Accepted as the most sensible response.
SKILLS UNIT 3: COMMUNICATING IN THE WORKPLACE
TOPIC: Business letters
OBJECTIVE: To summarise written requests and outline actions necessary to meet requests

Name: ______________________
Class/Group: ______________________

TASK 3.20

Requests for action can be longwinded. Below are five written requests. Read each request, then in the space provided write in summary form the action you believe the person receiving the request must take.

The first one has been done for you:

Example

REQUEST

Our apologies for the error made in calculating your table’s bill last Saturday evening. The error will be rectified and the balance reimbursed to you upon the presentation of your table’s receipt to management.

ACTION

Present receipt for reimbursement
REQUEST 1
The purpose of this letter is to secure your acceptance of the catering arrangement by returning the enclosed card by 1 July.

ACTION

REQUEST 2
How do you expect the Purchasing Officer to do his job correctly if you don’t fill out the Purchase Order form in triplicate like you’re supposed to.

ACTION

REQUEST 3
Because you have not graduated from your course you are not yet qualified to apply for work in this section of the hospitality industry.

ACTION
REQUEST 4
Requests which do not include all the detail asked for may not be given high priority when bookings are allocated.

ACTION

REQUEST 5
Given all the recent complaints, is it not obvious that we chance litigation if the seating around the edge of the dance floor remains unaltered?

ACTION
REQUEST 1
ACTION
Return the card before July 1 if accepting.

REQUEST 2
ACTION
Fill out the Purchase Order form in triplicate.

REQUEST 3
ACTION
Apply for work after graduation.

REQUEST 4
ACTION
Supply full details when making bookings.

REQUEST 5
ACTION
Rearrange the seating around the edge of the dance floor.
SKILLS UNIT 3: COMMUNICATING IN THE WORKPLACE

TOPIC: Business letters

OBJECTIVE: To summarise written requests and outline actions necessary to meet requests.

Name: ____________________________
Class/Group: ______________________

TASK 3.21

Below are two letters. Each letter has four main requests of the recipient. List the four requests for each letter in the space provided.

2 March 1990

Mr Stan Smith
22 Duke Lane
Glenelg SA 5045

Dear Stan

Just a brief note to confirm the arrangements we made over a delightful lunch today. I still can't get over how the place has changed since Jill and I last visited. The new chef has done a great job, I must drop him a line to tell him this.

You were to post, this afternoon (i.e. 24 March) a copy of the original contract so that my accountant could check it before we proceed too far. Before the next formal meeting the arrangements for refurbishing 26 Roberts Avenue are to be complete and the market analysis underway. I was very pleased with the outline of the market analysis. It should produce a good result. You are to convene the next meeting by the way, even though Mary has done this in the past. I think she'll be overseas.

Kind regards

Petra
TASK 3.21 (Cont'd)

REQUEST 1

REQUEST 2

REQUEST 3

REQUEST 4
26 March 1990

Ms Janine Stone
22 The Strad
Ivanhoe VIC 3079

Dear Janine

Thank you for compiling last month’s figures so promptly. They will certainly impress the owner who is to visit our restaurant next Wednesday afternoon. (A surprise visit!).

Seeing that we have a couple of days notice, would you see that the main refrigerator has been rearranged - it looked a bit chaotic when I spent some time with you and your staff last Tuesday. I will get estimates for the costs of a new unit as promised.

Sandra mentioned that the carpet near the main entrance is beginning to fray, so bring that to the attention of Maintenance as soon as possible.

Has the plumber been as a result of your memo (22/3)? Let me know what he did and forward his account to Judy in Finance in the next mail.

See you all during the ‘surprise tour’ on Wednesday.

Regards

George
Task 3.21 (Cont’d)

REQUEST 1 ____________________________________________

_____________________________________________________

REQUEST 2 ____________________________________________

_____________________________________________________

REQUEST 3 ____________________________________________

_____________________________________________________

REQUEST 4 ____________________________________________

_____________________________________________________
LETTER ONE

REQUEST 1 Stan to post copy of contract on 24 March.

REQUEST 2 Arrangements for refurbishing 26 Roberts Avenue to be complete by next formal meeting.

REQUEST 3 Market analysis to be underway by next formal meeting.

REQUEST 4 Stan to convene next formal meeting.

LETTER TWO

REQUEST 1 Rearrange main refrigerator before next Wednesday.

REQUEST 2 Report frayed carpet to Maintenance as soon as possible.

REQUEST 3 Let George know what the plumber did.

REQUEST 4 Forward plumber's account to Judy in Finance in the next mail.
SKILLS UNIT 3: COMMUNICATING IN THE WORKPLACE
TOPIC: Business Letters
OBJECTIVE: To demonstrate skills in writing business letters

**TASK 3.22**

In Column A below are 10 Business Letter sentences/phrases which should be avoided.

Beside each sentence/phrase (in Column B) you are to write a simpler, more direct replacement sentence/phrase.

The first one has been done for you.

<table>
<thead>
<tr>
<th>COLUMN A</th>
<th>COLUMN B</th>
</tr>
</thead>
<tbody>
<tr>
<td>SENTENCE/PHRASE</td>
<td>REPLACEMENT</td>
</tr>
<tr>
<td>E.g. yours of the 12th inst.</td>
<td>your letter of 12 (June)</td>
</tr>
<tr>
<td>1. We are in receipt of ...</td>
<td></td>
</tr>
<tr>
<td>2. Re your claim ...</td>
<td></td>
</tr>
<tr>
<td>3. Permit me to say that the goods were satisfactory.</td>
<td></td>
</tr>
<tr>
<td>4. In due course ...</td>
<td></td>
</tr>
<tr>
<td>5. We beg to acknowledge ...</td>
<td></td>
</tr>
<tr>
<td>6. Attached herewith please find ...</td>
<td></td>
</tr>
</tbody>
</table>
Task 3.22 (Cont’d)

7. I have your recent letter at hand ...

8. Anticipating your earliest reply.

9. ... as per your report.

10. ... under separate cover.
<table>
<thead>
<tr>
<th>COLUMN A SENTENCE/PHRASE</th>
<th>COLUMN B REPLACEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>We have received OR Thank you for</td>
</tr>
<tr>
<td>2</td>
<td>Regarding your claim OR About your claim</td>
</tr>
<tr>
<td>3</td>
<td>The goods were satisfactory</td>
</tr>
<tr>
<td>4</td>
<td>within ____ days/weeks ... OR in approximately ____ days/weeks.</td>
</tr>
<tr>
<td>5</td>
<td>Thank you for ...</td>
</tr>
<tr>
<td>6</td>
<td>Attached is ... OR We have attached ...</td>
</tr>
<tr>
<td>7</td>
<td>I have received your letter OR Thank you for ...</td>
</tr>
<tr>
<td>8</td>
<td>We look forward to your reply</td>
</tr>
<tr>
<td>9</td>
<td>... according to your report.</td>
</tr>
<tr>
<td>10</td>
<td>... separately. OR ... by (air mail/courier)</td>
</tr>
</tbody>
</table>
SKILLS UNIT 3: COMMUNICATING IN THE WORKPLACE

TOPIC: Business Letters
OBJECTIVE: To demonstrate skills in writing business letters

**TASK 3.23**

Five weeks ago you wrote to the Corner Commercial and Clothing Co., PO Box 179, Adelaide, 5001 who supply a wide range of serviceable clothing to the hospitality industry, asking them to send you a copy of their most up-to-date brochure and price list and enclosing a cheque for $15.95 as full payment for a book they were selling: *Waiting in Rural Australia*. You have received no response to your letter.

Write to the Corner Commercial and Clothing Co. enquiring into the delay.
Whilst the exact scripting of correct letters of enquiry is impossible, the following letter with accompanying explanations and essential elements underlined, is a close guide.

26 March 1990

Corner Commercial and Clothing Co.
PO Box 179
Adelaide SA 5001

Dear Sir

I wish to enquire about your company's delay in responding to an order I have made.

My order was sent on 22 February 1990. It asked for a copy of your most up-to-date clothing brochure and price list. In addition, I enclosed a cheque for $15.95 as full payment for "Waiting in Rural Australia" which your advertisement recommended.

As yet I have received no reply to my order. This delay is inconvenient as I wish to use your catalogue to purchase clothing for a new job. The book is for a course I am completing.

Would you please let me know when you expect to fill my order.

Yours sincerely

(Name)
Your employer, 'The Director's Restaurant', receives the following letter from a prospective customer.

3 May 1990

Dear Sir/Madam

I am seeking to arrange a family reunion function for approximately 50 people in your area in late August. I wish to pay between $25.00 and $30.00 per head. I understand that you cater for such functions and are likely to be able to help. Please inform me of relevant details.

Yours sincerely

(Mrs) Sue Lawrance

Your employer is very interested in this request - August is always a slow month. However, your starting price for any such function is $40.00 per head.

Your employer asks you to write to Mrs Lawrance informing her that although your price is above her range, your services etc. more than justify it. You are also to offer complementary champagne as part of the deal when you write.

Compose an appropriate letter to Mrs Lawrance.
This is a difficult task. A successful letter must maintain, even increase, Mrs Lawrance's enthusiasm even though she has underestimated your restaurant's prices.

Whilst the exact scripting of one 'correct' letter is impossible, the following letter with accompanying explanations and essential elements underlined, is a close guide.
8 May 1990

Mrs S. Lawrance
24 Peacock Street
Hawker SA 5434

Dear Mrs Lawrance

Thank you for your letter in which you requested details from "The Director's Restaurant" about catering for an August family reunion function for approximately 50 people @ between $25.00 and $30.00 per head.

"The Director's Restaurant" certainly does cater for family reunion functions - we have hosted two already this month. We have made family reunions a speciality of our restaurant and we believe our range of services for such functions is the best in the city.

Unfortunately the price range you suggest is less than our lowest rate per head. Given the importance of your function we doubt if you will obtain satisfaction within your price range. It would be disappointing if the success of your family reunion were jeopardised because of this.

You will see from the brochure that we have enclosed the special services and facilities we offer and our expertise in hosting family reunions.

We are also enclosing for your information the menus and wine lists available for functions of 50 people.

Please note that in August Director's Restaurant is offering complimentary champagne on each table for all guests at special functions.

We look forward to hearing from you again and wish your family reunion every success.

Yours sincerely

---

Not Dear Sue

Courteous and positive opening. Details are repeated to eliminate possible misunderstandings.

These two 'promotional' sentences aim to prove to Mrs Lawrance that she has made the correct decision.

This is the difficult part. It is clear and brief.

These two sentences aim to keep the potential customer's attention and get her to consider increasing her price.

This is the 'proof' to Mrs Lawrance that the restaurant's services are worth the extra cost.

A friendly ending without being 'pushy'.

---
SKILLS UNIT 3: COMMUNICATING IN THE WORKPLACE
TOPIC: Business Letters
OBJECTIVE: To demonstrate skills in writing business letters

Task 3.25

You work for the 'Once-in-a-Lifetime' Holiday Resort. In May Mr R. Clarke and his wife visited for seven days during which time his wallet was accidentally dropped over the side of a resort-owned yacht visiting an island. Owing to the circumstances, 'Once-in-a-Lifetime' agreed to Mr Clarke's request to settle his account within 30 days of his return home to Alice Springs (i.e. by June 22). June 22 passed without a cheque from Mr Clarke.

On July 7 'Once-in-a-Lifetime' sent a reminder letter to Mr Clarke. On July 17 Mr Clarke replied explaining that he returned home to find his garage had burned down. He asks for 30 more days to pay.

"Once-in-a-Lifetime" agrees.

Below are 4 possible ways of replying to Mr Clarke.

1. Rate the 4 replies, giving 1 to the best reply and 4 to the worst.

2. In the spaces provided note the reasons for your rating.

3. Write a 5th reply which is better than any of the ones provided.
REPLY 1

19 July

Mr Clarke
23 Sunset Blvd
Alice Springs NT 0870

Dear Sir

Re your request for account extension. Request granted. Payment due 20 August.

C. Wallace
Manager

REPLY 2

19 July 1990

Mr R. Clarke
23 Sunset Blvd
Alice Springs NT 0870

Dear Mr Clarke

We have received your request for an extension on your account. Although we cannot usually grant such extensions your case is clearly an exception. We ask therefore that the full payment be now made by the end of August.

Yours sincerely

C. Wallace
Manager
REPLY 3

19 July 1990

Mr R. Clarke
23 Sunset Blvd
Alice Springs NT 0870

Dear Mr Clarke

Thank you for your reply to our letter re your delinquent account for $831.90 of 20 May as per earlier correspondence. We are agreeing to your request for an extension of 30 days. Now we do expect payment before 20 August.

Yours cordially

C. Wallace
Manager

REPLY 4

19 July 1990

Mr R. Clarke
23 Sunset Blvd
Alice Springs NT 0870

Dear Mr Clarke

Your prompt reply to our recent enquiry regarding your account for $831.90 is noted.

In accordance with your request we are extending the due date to 20 August.

Yours sincerely

C. Wallace
Manager
### TASK 3.25 (Cont'd)

#### ANSWER SHEET FOR QUESTIONS

<table>
<thead>
<tr>
<th>REPLY 1</th>
<th>REASONS:</th>
</tr>
</thead>
<tbody>
<tr>
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<table>
<thead>
<tr>
<th>REPLY 2</th>
<th>REASONS:</th>
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<table>
<thead>
<tr>
<th>REPLY 3</th>
<th>REASONS:</th>
</tr>
</thead>
<tbody>
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<table>
<thead>
<tr>
<th>REPLY 4</th>
<th>REASONS:</th>
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<tbody>
<tr>
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</tr>
</tbody>
</table>
"Once-in-a-Lifetime" Holiday Resort
425 Pacific View, Seagrove, NSW 2527
<table>
<thead>
<tr>
<th>ASSESSMENT: TASK 3.25</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REPLIES</strong></td>
</tr>
<tr>
<td><strong>REPLY 1</strong></td>
</tr>
<tr>
<td><strong>REASONS:</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>(More appropriate as an internal memo)</td>
</tr>
<tr>
<td><strong>REPLY 2</strong></td>
</tr>
<tr>
<td><strong>REASONS:</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>(Polite enough but lacks preciseness)</td>
</tr>
<tr>
<td><strong>REPLY 3</strong></td>
</tr>
<tr>
<td><strong>REASONS:</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td><strong>REPLY 4</strong></td>
</tr>
<tr>
<td><strong>REASONS:</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
</tbody>
</table>
LETTER TO MR CLARKE

Whilst the exact scripting of one 'correct' letter to Mr Clarke is impossible, the following letter with accompanying explanations and essential elements underlined, is a close guide.

19 July 1990

Mr R Clarke.
23 Sunset Blvd
Alice Springs NT 0870

Dear Mr Clarke,

Thank you for your prompt reply to our 7 July reminder about your account for $831.90 which was due on 22 June.

As was explained to you at the time of your departure from our resort, we do not usually grant account extensions. However the loss of your wallet while on a yacht trip made your case an exception.

Your additional misfortune places us in a difficult situation. However we have decided to agree to your request for one additional 30 day extension. This means that your full payment is now due before 20 August.

We hope that your run of bad luck is now ended and that you will visit us again soon.

Yours sincerely,

Cathy Wallace
Manager
### STANDARDS

**TASK 3.1**
- Any 3 correct = Credit
- Any 2 correct = Pass
- 1 only correct = Not yet achieved

**TASK 3.2**
- At least 7 situations accurately described as per checklists = Credit
- At least 5 situations accurately described as per checklists = Pass
- Four or less situations accurately described as per checklist = Not yet achieved

**TASK 3.3**
- At least 8 interferences identified = Credit
- 6 of 7 interferences identified = Pass
- Less than 6 interferences identified = Not yet achieved

**TASK 3.4**
- Identified points 1 to 6 = Credit
- Identified points 1 to 5 = Pass
- Identified any 4 = Not yet achieved

**TASK 3.5**
- At least 12 items identified = Credit
- 10 or 11 items identified = Pass
- 9 or less items identified = Not yet achieved

**TASK 3.6**
- 9 or 10 appropriate responses = Credit
- 6, 7, or 8 appropriate responses = Pass
- Less than 6 appropriate responses = Not yet achieved

**TASK 3.7**
- 6 answers correct = Credit
- 4 or 5 answers correct = Pass
- Less than 4 answers correct = Not yet achieved

**TASK 3.8**
- 6 messages correctly recorded = Credit
- 4 or 5 messages correctly recorded = Pass
- Less than 4 messages correctly recorded = Not yet achieved
SKILLS UNIT 3: COMMUNICATING WITH CUSTOMERS

TASK 3.9 Observers may be asked to award a credit, pass and not yet achieved rating on the basis of the checklists given as well as an appraisal of how well the scripts were developed. Ratings should be discussed with the persons engaged in the role plays.

TASK 3.10

Q1. score 2 points
Q2. score 3 points
Q3. score 1 point
Q4. score 1 point
Q5. score 1 point
Total 8 points

All 8 points = Credit
5-7 points = Pass
Less than 5 points = Not yet achieved

TASK 3.11

4 satisfactory answers = Credit
3 satisfactory answers = Pass
2 or less satisfactory answers = Not yet achieved

TASK 3.12 (Satisfactory answers to Questions 1 and 2 require all points to be covered.)

10-11 satisfactory answers = Credit
7-9 satisfactory answers = Pass
6 or less satisfactory answers = Not yet achieved

TASK 3.13

4 correct suggestions = Credit
3 correct suggestions = Pass
Less than 3 correct suggestions = Not yet achieved
<table>
<thead>
<tr>
<th>TASK 3.14</th>
<th>A correct answer requires both problem and rephrasing to be correct.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4 correct answers</td>
</tr>
<tr>
<td></td>
<td>3 correct answers</td>
</tr>
<tr>
<td></td>
<td>Less than 3 correct answers</td>
</tr>
<tr>
<td></td>
<td>= Credit</td>
</tr>
<tr>
<td></td>
<td>= Pass</td>
</tr>
<tr>
<td></td>
<td>= Not yet achieved</td>
</tr>
</tbody>
</table>

| TASK 3.15 | 3 or 4 items identified                                       |
|           | 2 items identified                                             |
|           | 1 item identified                                              |
|           | = Credit                                                       |
|           | = Pass                                                         |
|           | = Not yet achieved                                             |

| TASK 3.16 | Full instructions given are complete in logical order worded concisely; comments on success of instructions provided |
|           | Instructions given are complete and worded concisely; no comments provided |
|           | Instructions are incomplete                                    |
|           | = Credit                                                       |
|           | = Pass                                                         |
|           | = Not yet achieved                                             |

| TASK 3.17 | Instructions given are complete in logical order and worded concisely; evaluation addresses |
|           | 6 - 8 points                                                   |
|           | Instructions given are complete, in logical order and worded concisely; evaluation addresses |
|           | 4 or 5 points                                                  |
|           | Instructions given are incomplete; evaluation covers less than 4 points |
|           | = Credit                                                       |
|           | = Pass                                                         |
|           | = Not yet achieved                                             |

| TASK 3.18 | GROUP DISCUSSION |
|           | 5 or more factors raised positively                            |
|           | 4 factors raised positively                                    |
|           | 2 or 3 factors raised positively                               |
|           | = Credit                                                       |
|           | = Pass                                                         |
|           | = Not yet achieved                                             |
### OBSERVERS CHECKLIST

<table>
<thead>
<tr>
<th>Factors Indicated</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 or more factors indicated (including consideration of necessary changes to delivery)</td>
<td>Credit</td>
</tr>
<tr>
<td>4 or 5 factors indicated (including consideration of necessary changes to delivery)</td>
<td>Pass</td>
</tr>
<tr>
<td>3 factors indicated (including consideration of necessary changes to delivery)</td>
<td>Not yet achieved</td>
</tr>
</tbody>
</table>

### TASK 3.19

#### SITUATION 1

<table>
<thead>
<tr>
<th>Possibilities Given</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 or more possibilities given</td>
<td>Credit</td>
</tr>
<tr>
<td>2 possibilities given</td>
<td>Pass</td>
</tr>
<tr>
<td>1 possibility given</td>
<td>Not yet achieved</td>
</tr>
</tbody>
</table>

#### SITUATION 2

<table>
<thead>
<tr>
<th>Possibilities Given</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 or more possibilities given</td>
<td>Credit</td>
</tr>
<tr>
<td>2 possibilities given</td>
<td>Pass</td>
</tr>
<tr>
<td>1 possibility given</td>
<td>Not yet achieved</td>
</tr>
</tbody>
</table>

#### SITUATION 3

<table>
<thead>
<tr>
<th>Possibilities Given</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 possibilities given</td>
<td>Credit</td>
</tr>
<tr>
<td>2 possibilities given</td>
<td>Pass</td>
</tr>
<tr>
<td>1 possibility given</td>
<td>Not yet achieved</td>
</tr>
</tbody>
</table>

### TASK 3.20

<table>
<thead>
<tr>
<th>Actions Stated</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 actions correctly stated</td>
<td>Credit</td>
</tr>
<tr>
<td>4 actions correctly stated</td>
<td>Pass</td>
</tr>
<tr>
<td>Less than 4 actions correctly stated</td>
<td>Not yet achieved</td>
</tr>
</tbody>
</table>

### TASK 3.21

#### LETTER ONE

<table>
<thead>
<tr>
<th>Requests Stated</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 requests correctly stated</td>
<td>Credit</td>
</tr>
<tr>
<td>3 requests correctly stated</td>
<td>Pass</td>
</tr>
<tr>
<td>Less than 3 requests correctly stated</td>
<td>Not yet achieved</td>
</tr>
</tbody>
</table>

#### LETTER TWO

<table>
<thead>
<tr>
<th>Requests Stated</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 requests correctly stated</td>
<td>Credit</td>
</tr>
<tr>
<td>3 requests correctly stated</td>
<td>Pass</td>
</tr>
<tr>
<td>Less than 3 requests correctly stated</td>
<td>Not yet achieved</td>
</tr>
</tbody>
</table>
### SKILLS UNIT 3: COMMUNICATING WITH CUSTOMERS

| TASK 3.22 | 9 or 10 good replacements given = Credit  
6, 7 or 8 good replacements given = Pass  
Less than 6 good replacements given = Not yet achieved |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TASK 3.23</td>
<td>Letter incorporates all the essential elements as noted in the assessment. = Credit</td>
</tr>
<tr>
<td></td>
<td>Letter incorporates all the essential elements but is stylistically poor = Pass</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>Letter incorporates most of the essential elements but is stylistically sound. = Not yet achieved</td>
</tr>
<tr>
<td></td>
<td>Letter fails to incorporate the essential elements</td>
</tr>
<tr>
<td></td>
<td>AND/OR</td>
</tr>
<tr>
<td></td>
<td>Letter is stylistically very poor</td>
</tr>
<tr>
<td>TASK 3.24</td>
<td>Letter incorporates all the essential elements as noted in the assessment. = Credit</td>
</tr>
<tr>
<td></td>
<td>Letter incorporates all the essential elements but is stylistically poor = Pass</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>Letter incorporates most of the essential elements but is stylistically sound.</td>
</tr>
<tr>
<td></td>
<td>Letter fails to incorporate the essential elements = Not yet achieved</td>
</tr>
<tr>
<td></td>
<td>AND/OR</td>
</tr>
<tr>
<td></td>
<td>Letter is stylistically very poor</td>
</tr>
<tr>
<td>TASK 3.25</td>
<td>Q1. 4 replies correctly ranked</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>3 replies correctly ranked</td>
</tr>
<tr>
<td></td>
<td>2 or 1 reply correctly ranked</td>
</tr>
<tr>
<td></td>
<td>Q2. All reasons correctly stated</td>
</tr>
<tr>
<td></td>
<td>(4 x 2 =8)</td>
</tr>
<tr>
<td></td>
<td>Most reasons correctly stated</td>
</tr>
<tr>
<td></td>
<td>(5 or 6)</td>
</tr>
<tr>
<td></td>
<td>Fewer than 5 reasons correctly stated</td>
</tr>
<tr>
<td>Q3. Letter incorporates all the essential elements as noted in the assessment</td>
<td>= Credit</td>
</tr>
<tr>
<td>Letter incorporates all the essential elements but is stylistically poor</td>
<td>= Pass</td>
</tr>
<tr>
<td>OR</td>
<td>Letter incorporates most of the essential elements but is stylistically sound.</td>
</tr>
<tr>
<td>Letter fails to incorporate the essential elements</td>
<td>= Not yet achieved</td>
</tr>
<tr>
<td>AND/OR</td>
<td>Letter is stylistically very poor.</td>
</tr>
</tbody>
</table>
SKILLS UNIT 4: COMMUNICATING AT MEETINGS

TOPICS:

LANGUAGE OF MEETINGS

LEADERSHIP STYLE

FORMAT OF MEETINGS

GROUP PROBLEM SOLVING TECHNIQUES

OBJECTIVES:

LANGUAGE OF MEETINGS

- to recognise how to use language effectively to direct and control meetings (Tasks 4.1, 4.2, 4.3, 4.4)

LEADERSHIP STYLE

- to identify the role and responsibilities of different types of leaders (Tasks 4.5, 4.6, 4.7)

FORMAT OF MEETINGS

- to identify when different meeting styles are appropriate (Task 4.8)
- to analyse the effectiveness of a formal meeting (Task 4.9)

GROUP PROBLEM SOLVING TECHNIQUES

- to appraise the usefulness of brainstorming and nominal group techniques (Task 4.10)
SKILLS UNIT 4: COMMUNICATING AT MEETINGS

NOTES FOR TEACHERS & TRAINERS

LANGUAGE OF MEETINGS

Task 4.1 & 4.2

Teaching notes and examples of task and group-related behaviour are included in the material.

Students are given typical examples of statements made at meetings and asked to identify the behaviour exhibited.

Task 4.3

This task includes teaching notes on self-serving behaviour.

Students are asked to suggest ways to handle this type of behaviour.

Task 4.4

This task includes teaching notes on hidden agendas. Students are asked to observe a meeting (e.g. council meetings, society or club meeting) and discuss any instances of hidden agenda items.

LEADERSHIP STYLE

Task 4.5

Teachers should first discuss with students different leadership styles - autocratic, democratic, laissez-faire, before attempting this task which asks students to suggest situations when each of the leadership styles would be appropriate.

Task 4.6

This task relates back to Tasks 4.1 and 4.2 and asks students to identify the responsibilities of the leader and the members.
NOTES FOR TEACHERS & TRAINERS (Cont'd)

Task 4.7

Students are given a checklist and asked to evaluate a meeting in terms of how it was run.

Teachers/trainers should organise for students to attend a meeting (e.g. council or club meeting) as observers.

FORMAT OF MEETINGS

Task 4.8

Students are asked to consider in what situation discussion groups and formal meetings are appropriate.

Task 4.9

Material needed: Video tape of meeting (e.g. Meetings, Bloody Meetings - John Cleese) or attend observer nights at a formal meeting (council meeting, society or club meeting). Students are asked to evaluate the effectiveness of the meeting.

GROUP PROBLEM-SOLVING TECHNIQUES

Task 4.10

This task includes teaching notes on brainstorming and nominal group technique.

Students are asked to identify the usefulness of these techniques to their work setting.

SKILLS UNITS

FACTORS AFFECTING COMMUNICATION
(Skills Unit 1)
SKILLS UNIT 4: COMMUNICATING AT MEETINGS
TOPIC: Language of Meetings
OBJECTIVE: To recognise how to use language effectively to direct and control meetings

| Name: ____________________ |
| Class/Group: _______________ |

**TASK 4.1**

People's behaviour in groups can be divided into three broad categories:

- task-related behaviour
- group-related behaviour
- self-serving behaviour

Consider task-related behaviour.

**TASK-RELATED BEHAVIOUR**

Task related behaviour consists of any statements or actions made by group members that are related to achieving the group's task. The task of the group may be to gather information, make recommendations, solve a problem or complete a project.

The following are examples of task-related behaviour.

**Giving directions.** Getting things going, suggesting new ways of approaching a topic or new directions, bringing people back to the point.

**Giving information and opinions.** Offering facts, opinions, ideas, suggestions and relevant information to help group discussion.

**Problem-solving.** Working out ways around difficulties or impasses.

**Reality testing.** Pulling together related ideas and suggestions, summarising major points and progress made so far.

**Collaborating and clarifying.** Trying to explain another member's idea or statement.

**Consensus seeking/testing group's feelings.** Checking to see whether the group can move on.
### TASK 4.1 (Cont'd)

Complete the following table, by indicating which sort of behaviour is being reflected in the following statements. The first two have been done for you.

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>TASK-RELATED BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. These are the options as I see them.</td>
<td>Problem-solving</td>
</tr>
<tr>
<td>2. How would that work in your area, Peter?</td>
<td>Reality testing</td>
</tr>
<tr>
<td>3. Sarah, you’re the expert on contracts, what do you think?</td>
<td></td>
</tr>
<tr>
<td>4. One way we could reduce expenses is by.....</td>
<td></td>
</tr>
<tr>
<td>5. How many people from our organisation will be affected?</td>
<td></td>
</tr>
<tr>
<td>6. What we have covered so far is x, y, z.</td>
<td></td>
</tr>
<tr>
<td>7. Are we all in agreement on the overall strategy before we start working out the publicity campaign?</td>
<td></td>
</tr>
<tr>
<td>8. What I think you are suggesting, Edith, is the distribution of samples as part of the publicity campaign.</td>
<td></td>
</tr>
<tr>
<td>9. Well, does anyone have any thoughts?</td>
<td></td>
</tr>
<tr>
<td>10. OK, now we've narrowed down our choices to a circus, free car washes or sample bag distribution.</td>
<td></td>
</tr>
<tr>
<td>11. If we can't have any more staff, why don't we retain the people we have?</td>
<td></td>
</tr>
<tr>
<td>12. The budget figures are as follows ...</td>
<td></td>
</tr>
<tr>
<td>13. I think what Geoff is saying is that if we decide to merge ...</td>
<td></td>
</tr>
<tr>
<td>14. We are getting off the track.</td>
<td></td>
</tr>
<tr>
<td>15. Let's work back the other way. What outcomes do we want?</td>
<td></td>
</tr>
<tr>
<td>STATEMENT</td>
<td>TASK-RELATED BEHAVIOUR</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>16. It seems to me we are going about this the wrong way.</td>
<td></td>
</tr>
<tr>
<td>17. We can't resolve that issue until we discuss this.</td>
<td></td>
</tr>
<tr>
<td>18. Do you have any thoughts on this, Frank?</td>
<td></td>
</tr>
<tr>
<td>19. You know what the boss will think when she hears of this.</td>
<td></td>
</tr>
<tr>
<td>20. Let's see. We're talking about relocating 2000 people. The budget couldn't possibly cover all costs involved.</td>
<td></td>
</tr>
<tr>
<td>21. The task of this group is to make recommendations to the Board and the responses this department can make to the budget cuts.</td>
<td></td>
</tr>
<tr>
<td>22. Time is moving on. We will have to leave that point in 5 minutes, even if we haven't reached agreement.</td>
<td></td>
</tr>
</tbody>
</table>
ASSESSMENT: TASK 4.1

1. **Task related behaviour**
   1. Problem solving (examples)
   2. Reaction testing
   3. Seeking information and opinions
   4. Giving information and opinions
   5. Seeking information and opinions
   6. Summarising
   7. Consensus testing
   8. Collaborating and Clarifying
   9. Seeking information and opinions
   10. Summarising
   11. Giving information and opinions
   12. Giving information
   13. Collaborating and clarifying
   14. Giving directions
   15. Problem solving
   16. Giving directions
   17. Giving directions
   18. Seeking information and opinions
   19. Reality testing
   20. Reality testing
   21. Giving directions
   22. Giving directions
SKILLS UNIT 4: COMMUNICATING AT MEETINGS

TOPIC: Language of Meetings

OBJECTIVE: To recognise how to use language effectively to direct and control meetings

Name: 
Class/Group: 

TASK 4.2

People's behaviour in groups can be divided into three broad categories:

- task-related behaviour
- group-related behaviour
- self-serving behaviour.

Consider group-related behaviour.

GROUP-RELATED BEHAVIOUR

Group related behaviour consists of any statements or actions made by group members which are directed towards helping the group work well together.

The following are examples of group related behaviour.

Encouraging participation or 'gate-keeping'. Being friendly and encouraging ideas from others, especially encouraging quieter members to participate.

Helping communication. Showing good communication skills and making sure that each group member understands what the others are saying.

Listening effectively. Listening actively to what others are saying, and being receptive to the ideas of others.

Mediating. Reconciling disagreements and suggesting compromises.

Relieving tension. Easing tension by joking, suggesting breaks and fresh approaches to work.

Monitoring group performance. Being aware of, and describing how the group is working together, expressing group feeling.
**TASK 4.2 (Cont'd)**

Complete the following table. The first two have been done for you.

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>TASK-RELATED BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Time for a coffee break</td>
<td>Relieving tension</td>
</tr>
<tr>
<td>2. Dorothy, you've been rather quiet for a while. I'm sure you have some ideas which would be helpful to the discussion</td>
<td>Encouraging participation</td>
</tr>
<tr>
<td>3. What you are saying is that we should be looking at this from the public's point of view.</td>
<td>.................</td>
</tr>
<tr>
<td>4. It seems that we have reached a brick wall on this. I suggest we defer further discussions on the matter until we get further information. I suggest we ask Charlotte to collect it, and report to us next week.</td>
<td>.................</td>
</tr>
<tr>
<td>5. You're both really saying the same thing.</td>
<td>.................</td>
</tr>
<tr>
<td>6. Hugh has already covered the main points. I don't think we need to discuss it any further.</td>
<td>.................</td>
</tr>
<tr>
<td>7. That sounds like a good idea, Doreen. Could you take it a little further ...</td>
<td>.................</td>
</tr>
<tr>
<td>8. Your plan sounds like a good one, Miranda.</td>
<td>.................</td>
</tr>
<tr>
<td>9. Let's break into small groups.</td>
<td>.................</td>
</tr>
<tr>
<td>10. Can you supply some examples?</td>
<td>.................</td>
</tr>
<tr>
<td>11. We keep getting bogged down on this issue.</td>
<td>.................</td>
</tr>
<tr>
<td>12. There are a number of people who haven't said anything. I feel some dissatisfaction in the group.</td>
<td>.................</td>
</tr>
</tbody>
</table>
ASSESSMENT: TASK 4.2

Group related behaviour

1. Relieving tension (examples)
2. Encouraging participation (examples)
3. Helping communication
4. Mediating
5. Mediating
6. Helping communication
7. Listening effectively/encouraging participation
8. Listening effectively
9. Relieving tension
10. Listening effectively/encouraging participation
11. Monitoring group performance
12. Monitoring group performance
**SKILLS UNIT 4:**
**COMMUNICATING AT MEETINGS**
*Language of Meetings*
To recognise how to use language effectively to direct and control meetings

---

**Name:**

**Class/Group:**

---

**TASK 4.3**

People's behaviour in groups can be divided into three broad categories:

- task-related behaviour
- group-related behaviour
- self-serving behaviour.

Consider self-serving behaviour.

**SELF-SERVING BEHAVIOUR**

Self-serving behaviour is counter-productive in a group which best achieves its goals in a spirit of conviviality. Self-serving behaviour includes:

- **Blocking.** When an individual rejects all ideas and statements put forward by others, but cannot or does not offer a more positive alternative.

- **Withdrawing.** When people remove themselves from the task at hand, by choosing not to participate in the discussion. The most frustrating withdrawers are those who choose not to participate, go away from the discussion, then go away and criticise or undermine the group's decisions with others.

- **Dominating.** When a person tries to rule the discussion by being authoritative, by 'pulling rank' or by refusing to let his/her idea die, even though the group has rejected it.

- **Being aggressive.** When an individual constantly argues, boasts, and criticises the ideas of others.

- **Showing off.** Displaying one's lack of involvement; showing cynicism; calling attention to oneself by boasting.
### TASK 4.3 (Cont'd)

In small groups, suggest ways in which groups can effectively handle self-serving behaviour.

<table>
<thead>
<tr>
<th>SELF-SERVING BEHAVIOUR</th>
<th>HOW TO HANDLE THIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Blocking</td>
<td></td>
</tr>
<tr>
<td>2. Withdrawing</td>
<td></td>
</tr>
<tr>
<td>3. Dominating</td>
<td></td>
</tr>
<tr>
<td>4. Being aggressive</td>
<td></td>
</tr>
<tr>
<td>5. Showing off</td>
<td></td>
</tr>
</tbody>
</table>
ASSESSMENT: TASK 4.3

Self-Serving behaviour

1. **Blocking**

   The leader could use nominal group technique as a tactic to ensure that everyone contributes.

   The individual can be asked to provide a report on further alternatives for the next meeting (if time permits).

2. **Withdrawing**

   Nominal group technique can be used to ensure that everyone contributes.

   When a decision is reached, by giving it formal status (either through a vote, or making a consensus-seeking statement that draws the group's attention to the fact that the decision is unanimous or otherwise, as the case may be).

   By reminding group members of the status of the decision, and what their responsibilities are in relation to supporting it, or maintaining confidentiality of the group.

3. **Dominating**

   The leader can ask the group to formally vote on the matter.

   The leader can make a summary/consensus.

   Impose time limits.

   Implement formal meeting procedures.

4. **Being aggressive**

   Using a range of group-related behaviours.

   Using a range of task-related behaviours.

   Using nominal group technique to ensure that the individual does not have any greater impact than any other group member.
ASSESSMENT: TASK 4.3 (Cont'd)

. Ignore them.
. Implement formal meeting procedures.

5. Showing off

. Ignore them.
. Using a range of task-directed behaviours.
. Using a range of group-related behaviours.
. Delegate particular tasks to them to do.

Note:

A range of other responses is possible. Individuals who exhibit self-serving behaviour are difficult to deal with; most of us try a range of responses before the best response is found. The aim is not to alienate them, but to gain from them contributions as group members.
SKILLS UNIT 4: COMMUNICATING AT MEETINGS
TOPIC: Language of Meetings
OBJECTIVE: To recognise how to use language effectively to direct and control meetings

TASK 4.4

HIDDEN AGENDAS

Whenever a group meets to work on a task, its members are usually working on two types of goals -

- group goals, i.e. the task with which members are immediately concerned;
- individual personal goals. People become members of groups because they have personal goals and motives that can only be met through group membership; e.g. a need for acceptance, recognition, a feeling of self-worth, a channel for self-expression.

However, people are sometimes unaware of their personal needs, as they may have personal needs at variance with those of the group. These factors cause 'hidden agendas' to operate within the group.

A hidden agenda is a personal need or goal pursued by someone in a group that is -

- unknown to the rest of the group;
- at cross purposes with the declared task of the group.

Therefore, a hidden agenda can be a barrier to the group's effective functioning.

Inappropriate group behaviour (a need for dominance, aggressiveness, blocking, showing off, recognition seeking, or an inappropriate use of task- and group-oriented behaviour) is a sign of hidden agendas.

Hidden agendas can be ignored. It is only when they interfere with the group's functions that the group must take steps to combat them.

Indications of hidden agendas are: shouting people down, talking over people, not listening to orders, interrupting, speaking for others, being too cynical or flippant, withdrawal behaviour, showing off, unreasonable resistance to an order, giving mixed messages (i.e. when words are saying one thing but the non-verbal communication is saying something else).
**TASK 4.4. (Cont’d)**

Observe a meeting and note the hidden agendas in operation and the ways in which they are displayed.

1. what constituted a hidden agenda?

2. did the group respond to it or ignore it?
The results obtained for this exercise will be highly idiosyncratic.
SKILLS UNIT 4: COMMUNICATING AT MEETINGS

TOPIC: Leadership Style

OBJECTIVE: To identify the role and responsibilities of different types of leaders

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**Name:**

**Class/Group:**

---

**TASK 4.5**

As a supervisor, you will be expected to take a leadership role in discussions and/or meetings.

There are three basic leadership styles, each of which are appropriately used in different situations. They are all based on different assumptions.

1. **Autocratic leaders.** Make all the decisions and give orders for their execution. This style is based on the assumption that the leader has all the power and knowledge, and that the group will automatically agree.

2. **Democratic leaders.** Consult and discuss with group members; they encourage participation in decision-making. This style is based on the assumption that group members have the skills and knowledge to achieve group goals, and that members will be more committed to decisions to which they have contributed.

3. **Laissez faire leaders.** Let the group do what it likes; they participate little in group deliberations. They observe and record but do not direct.

1. In small groups, determine in which situations each of the styles might be appropriate.

2. Also consider the following:

   1. 'A leader - designated or not - is anyone who helps the group towards its goal'. Can there be a number of leaders at a discussion or meeting?

   2. When a group does not achieve its goals, people tend to blame the designated leader. Are group members just passive participants, or are group members just trying to have it both ways? Discussion is based on democratic leadership after all.
The results of this group discussion exercise will vary considerably. Teachers should ensure that in discussion participants give reasons for their opinions and can justify their views.
SKILLS UNIT 4: COMMUNICATING AT MEETINGS

TOPIC: Leadership Style

OBJECTIVE: To identify the role and responsibilities of different types of leaders

<table>
<thead>
<tr>
<th>Name:</th>
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<tr>
<td>Class/Group:</td>
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</table>

**TASK 4.6**

LOOK AT THE ELEMENTS OF TASK-RELATED BEHAVIOUR AND GROUP-RELATED BEHAVIOUR LISTED IN TASKS 4.1 AND 4.2. CLASSIFY EACH OF THEM AS BEING:

1. Responsibility of leader
2. Responsibility of member
3. Responsibility of both.
You should ideally discover that virtually all responsibilities are shared. However, in a democratic discussion group, the leader has additional responsibilities in the group:

- giving directions, especially keeping the discussion on the topic, and making sure time is used to best advantage;

- keeping a watchful eye on the group's deliberations to ensure that all participants contribute, and if this is not the case, utilising techniques such as brainstorming and nominal group technique to ensure that this happens;

- summarising, and seeking consensus;

- ensuring that all required materials are to hand/meeting room/AV aids, reports prepared, refreshments organised, etc.
SKILLS UNIT 4: COMMUNICATING AT MEETINGS

TOPIC: Leadership Style

OBJECTIVE: To identify the roles and responsibilities of different types of leaders

Name: 

Class/Group: 

TASK 4.7

In your role of observer, appraise a meeting/discussion group according to the following checklist.

1. Was the purpose of the meeting/discussion group made clear to all involved? [ ] [ ]

2. Were major themes and objectives identified? [ ] [ ]

3. Were terms and concepts defined so that all participants had a shared understanding of the language being used? [ ] [ ]

4. Was the order of items or topics made clear, or determined by participants? [ ] [ ]

5. Did the leader start on time, set a good climate, establish the group's tasks with opening questions and stimulating comment? [ ] [ ]

6. Did the leader encourage group participation, model good communication skills, keep attention focused on the issue at hand, summarise and clarify contributions, show appreciation of members' contributions? [ ] [ ]
TASK 4.7 (Cont’d)

7. Did the leader close the discussion by summarising the main points/conclusions reached by the group, close on time? 

8. Which style of leadership was adopted

- autocratic

- democratic

- laissez faire

9. Did the group act cooperatively?

10. Were any self-seeking behaviours obvious?
All groups will perform differently. However, the group you observed is unlikely to have succeeded unless you were able to answer 'yes' to most questions.
SKILLS UNIT 4: COMMUNICATING AT MEETINGS

TOPIC: Format of Meetings

OBJECTIVE: To identify when different meeting styles are appropriate

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**Name:**

**Class/Group:**

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**TASK 4.8**

As supervisor you will need to decide on the format of various meetings: discussion group or formal meeting.

Note that 'formal meeting procedure' need not apply to the total situation, for example in a discussion group, you may decide to use formal meeting procedures during some parts of the meeting; for example if you need to have the group vote on an issue.

For each of the following situations identify which meeting procedure should be adopted - discussion group or formal meeting.

1. Group will be very large.
2. Feeling about an issue is very strong, and there is likely to be strong feeling about the result the group decides upon.
3. Time is limited and a lot of decisions need to be made.
4. Group will be small (less than 12).
5. There is sufficient time to allow for detailed discussion to help the group make up its mind.
ASSESSMENT: TASK 4.8 (This TASK for group discussion purposes only)

Group discussion is likely to be more appropriate for situations 2, 4 and 5.
SKILLS UNIT 4: COMMUNICATING AT MEETINGS
TOPIC: Format of Meetings
OBJECTIVE: To analyse the effectiveness of a formal meeting

Name: _____________________________
Class/Group: _______________________

**TASK 4.9** (Tick as appropriate)

Your teacher will organise your attendance at a formal meeting (e.g. council meeting) as an observer.

Use the checklist and questions below to analyse how effectively the meeting was run. Discuss your observations with your class after the meeting.

1. Was it an effective meeting or not?  
   - YES  
   - NO

2. Were the aims of group clear?  
   - YES  
   - NO

3. Was the meeting's agenda workable?  
   - YES  
   - NO

4. Was business conducted in an orderly way?  
   - YES  
   - NO

5. Did all participants use correct meeting procedure?  
   - YES  
   - NO

6. Did all participate?  
   - YES  
   - NO
TASK 4.9 (Cont’d)

7. Were there any definite roles taken on by individual group members in regard to task- and group-related behaviours (e.g. assuming the gate-keeper role)?

8. Were tasks clearly assigned to members as a result of motions?

9. Did the group achieve its goals?

10. Describe some examples of helpful/hindering behaviour demonstrated -

11. Describe a range of task- and group-related behaviours used by participants -

12. Comment on the chairperson’s role, style of leadership, use of task- and group-related behaviours.
ASSESSMENT: TASK 4.9 (This TASK for group discussion purposes only)

Group leaders should prepare a checklist according to the material used and base group discussion around the checklist.
SKILLS UNIT 4: COMMUNICATING AT MEETINGS
TOPIC: Group Problem Solving Techniques
OBJECTIVE: To appraise the usefulness of brainstorming and nominal group techniques

Name: ____________________
Class/Group: ____________________

TASK 4.10

1. Brainstorming

Brainstorming is a technique for obtaining a large number of ideas quickly. It can be usefully applied when a large degree of imagination or creative response to a problem is required.

The principals of brainstorming are:

- suspend judgements; the group is after large numbers of ideas;
- 'let go'; it is important to keep up the flow of ideas;
- building; build on what others say; 'piggy-back' on ideas.

The leader co-ordinates the session which has a set time limit (15-20 minutes).

Procedure:

(a) Establish a group of 4-6 members.

(b) Appoint a leader and scribe/secretary to take minutes.

(c) Determine a problem: preferably one that does not have clear cut, obvious answers. This can be related to work or not as the group decides.

(d) The leader outlines the problem.

(e) The leader explains any necessary background information and maybe some sample answers.

(f) Commence the 'brainstorm'; a scribe (or two if the ideas really start to flow) writes them on 'butcher's paper'.

(g) After the 'brainstorm' the group may select the best ideas.

(h) Follow up; the group discusses the selected ideas and their drawbacks before deciding on action to solve the original problem. The ideas raised can be examined to select the most suitable.
TASK 4.10  (Cont’d)

2. Nominal Group Technique

This technique produces a smaller number of ideas than brainstorming, but the ideas have been thought out before being presented. The 'letting go' principle of brainstorming is not used in nominal group technique - it is replaced by a preliminary thinking time. One of the main advantages of this technique is that it prevents a handful of people from dominating the contribution and participation, i.e. someone who happens to think faster - but not necessarily better - cannot use up the best ideas straight away.

The basic principles are:

- the problem is outlined by the leader;
- a specified thinking time is given: this is used prior to any suggestions being given;
- think first: think through the idea before suggesting it (as compared with suggesting it straight away as is done in brainstorming);
- quality: quantity does not matter - quality counts;
- one suggestion at a time: each person is asked in turn and gives one only suggestion at each turn, and everyone is asked to contribute.

Procedure:

(a) Define the problem.

(b) The leader explains any necessary background information and perhaps provides some sample answers to the problem.

(c) "What would be the best way to ......". "What do you see as the major problem in ......" etc. depending on the nature of the problem being solved.

(d) Thinking time. Five minutes is usually enough.

(e) Leader records one idea from each person in turn. When everyone has contributed an idea, the leader goes around again collecting one idea from each until the ideas run dry. If a person has no further contribution they can pass.

Ideas are recorded on 'butcher's paper'.

(f) The process is then repeated, starting with a further period of silence for consideration. This is necessary to enable people to follow up ideas raised by the first round. The process can also be used to refine the ideas produced in earlier sessions.

(g) Follow up: the group discusses the selected ideas and their drawbacks before deciding on action to solve the problem.

(h) A refinement of the process which can be used is to 'narrow in' on the problem, using the first session to identify general issues which may affect the problem, the next to identify the problem, the next to look at solutions, and so on.
**TASK 4.10 (Cont'd)**

Work in groups to appraise the usefulness of both techniques, considering:

. their applicability to your work setting;

. their value as a means of group problem-solving; and

. their usefulness in getting responses and commitment from the group.
Some of the points you might have identified include:

1. Both techniques are very useful as a part of broader discussion techniques.

2. Both techniques are invaluable in developing a sense of group cohesiveness, unity and commitment to the outcome. Thus they are invaluable when you need commitment to a decision that is in danger of being undermined later. This is particularly true when a nominal group technique is used - a real sense of corporate unity can emerge.

3. Nominal group technique is particularly valuable when you want contributions from all members, not just the ones who talk the most.

4. Brainstorming is particularly useful when you are struck with a problem that has everyone tossed. It is really a case of ‘group think’, or of many heads being more useful than one. However, the quality of responses you get might be more creative than realistic, and creativity can become anarchy.

5. The usefulness of brainstorming is limited to relatively simple problems.

6. Dominant individuals can have too much influence in brainstorming.

7. Nominal group technique can only be used for one problem at a time.

8. Nominal group technique can inhibit spontaneity and enthusiasm.

9. Nominal group technique can make people feel uncomfortable because of the degree of control required.

10. Nominal group technique requires a skilled leader.
| TASK 4.1 | 15 or more = Credit |
| Task 4.1 | 9 - 14 = Pass |
| Task 4.1 | less than 9 = Not yet achieved |

| TASK 4.2 | 9 - 10 = Credit |
| Task 4.2 | 6 - 7 = Pass |
| Task 4.2 | 5 or less = Not yet achieved |

| TASK 4.3 | Assess this as the result of group consensus |
| Task 4.3 | 2 or more appropriate responses = Credit |
| Task 4.3 | for each of 5 categories |
| Task 4.3 | 1 appropriate response for each |
| Task 4.3 | of 5 categories = Pass |
| Task 4.3 | Less than 1 appropriate response |
| Task 4.3 | for each of the five categories = Not yet achieved |

| TASK 4.4 |
| TASK 4.5 |
| TASK 4.6 |
| TASK 4.7 | For group discussion only |
| TASK 4.8 |
| TASK 4.9 |

| TASK 4.10 | 7 or more points identified = Credit |
| Task 4.10 | 5 or 6 points identified = Pass |
| Task 4.10 | less than 5 points identified = Not yet achieved |
SKILLS UNIT 5: TALKS & INTERVIEWS

TOPICS: PREPARING & DELIVERING SHORT TALKS

PREPARING FOR INTERVIEWS

OBJECTIVES: PREPARING & DELIVERING SHORT TALKS

. to prepare and deliver short 2 minute talks (Task 5.1)

. to prepare and deliver a 5 minute talk (Task 5.2)

PREPARING FOR INTERVIEWS

. to recognise correct responses to be made in an interview situation (Task 5.3, 5.4, 5.5)
SKILLS UNIT 5: TALKS & INTERVIEWS

NOTES FOR TEACHERS & TRAINERS:

PREPARING & DELIVERING SHORT TALKS

Task 5.1

Students are given topics on which to deliver short talks of 1-2 minutes duration. A checklist is provided for discussion and group assessment.

Teachers/trainers may develop more topics relevant to students intended career to give further practice.

This task leads in to Task 5.2.

Task 5.2

Students are asked to prepare and deliver a 5 minute talk on a topic of their choice.

A checklist for group assessment is provided.

Materials needed:
- data already collected for the talk
- video equipment to facilitate feedback to speaker giving talk

Some of the tasks in Skills Unit 1 (e.g. Task 1.14) may be useful preparation for this task.

PREPARING FOR INTERVIEWS

Task 5.3

Students are asked to choose a response to typical employment interview questions and explain the reasons for the choice they made.

Task 5.4

Students are asked to predict interview questions and consider the role played by body language in projecting a positive image.

Task 5.5

Students are asked to prepare for a job interview (as an Assistant Manager) by analysing the advertisement and predicting the questions they may be asked.
### SKILLS UNIT 5: TALKS & INTERVIEWS

Teachers/trainers may develop similar tasks using relevant job advertisements from the papers.

### OTHER RELATED SKILLS UNITS

- FACTORS AFFECTING COMMUNICATION (Skills Unit 1)
  - COMMUNICATING IN THE WORKPLACE (Skills Unit 2)
SKILLS UNIT 5: TALKS & INTERVIEWS
TOPIC: Preparing & Delivering Short Talks
OBJECTIVES: To prepare and deliver short 2 minute talks

Name: ______________________
Class/Group: ______________________

TASK 5.1

INDIVIDUAL WORK

1. You are to prepare and give a short talk to the group.
   
   The topics for your short talks are listed below.
   
   For each talk:
   
   a) write out a list of the information you should cover in your talk;
   
   b) order the content of your talk logically;
   
   c) deliver your talk to the group.

GROUP WORK

   
   a) Can you think of any other criteria to add to it?
   
   b) Using the checklist assess the person giving the talk and comment on his/her performance.

SITUATION 1

You are a new part-time employee, and on your first day you are asked to introduce yourself to your colleagues.

SITUATION 2

Your company has decided not to pay workers in cash any longer but to use either cheques, or direct payment into a bank account. You are to explain this new policy to the workers under your supervision.

SITUATION 3

You have just employed 3 new people to work part-time in the bar*. It is your job as the Manager* to give the new employees a brief talk explaining work conditions and the expectations of management.

* Change as required to suit intended career of students.
### ASSESSMENT: TASK 5.1 (Note: This TASK is for group assessment only)

1. **Information to be covered in short talks:**

The following answers are a guide only. Each group, depending on the situation of the student, may add more items.

<table>
<thead>
<tr>
<th>SITUATION 1</th>
<th>INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to self</td>
<td>Name</td>
</tr>
<tr>
<td></td>
<td>Qualifications</td>
</tr>
<tr>
<td></td>
<td>Previous work experience</td>
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<tr>
<td></td>
<td>Hours of work</td>
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</table>

<table>
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<tr>
<th>SITUATION 2</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>New pay system</td>
<td>Explain why change is being made</td>
</tr>
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<td></td>
<td>When the new system will start</td>
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<tr>
<td></td>
<td>How it will affect employees</td>
</tr>
<tr>
<td></td>
<td>- open bank account</td>
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<tr>
<td></td>
<td>- give bank account number to pay clerk</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SITUATION 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Induction to new employees</td>
<td>Hours of work</td>
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<tr>
<td></td>
<td>Pay</td>
</tr>
<tr>
<td></td>
<td>Policy on over time</td>
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<tr>
<td></td>
<td>Dress requirements</td>
</tr>
<tr>
<td></td>
<td>Safety issues - first aid box</td>
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<tr>
<td></td>
<td>Toilets/car parking facilities</td>
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<td></td>
<td>Policy regarding the cash till</td>
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</tbody>
</table>
2. Checklist

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>CREDIT</th>
<th>PASS</th>
<th>YET TO ACHIEVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. All necessary information given</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Logical presentation of information</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3. Appropriateness of language used</td>
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<tr>
<td>4. Clear and concise</td>
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<td></td>
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<tr>
<td>5. Effective use of body language</td>
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<td></td>
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<tr>
<td>6. Other criteria</td>
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</tbody>
</table>
**SKILLS UNIT 5:**

**TOPIC:**

Preparation & Delivering Short Talks

**OBJECTIVES:**

To prepare and deliver short 5 minute talks

---

**Name:**

____________________

**Class/Group:**

____________________

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**TASK 5.2**

You have collected the data for a talk that you will be required to deliver.

1. Organise your data into a talk, with a clear introduction, a well detailed/documentated body of information/points/aims/issues and a conclusion.

2. Decide whether technical aids will help you get your message across. If so, decide which ones are suitable (audio, video, slides, overhead transparencies, charts, photographs, actual samples) and how many.

3. Decide which memory aids you will use (i.e. cue cards, a summary of key phrases or headings) and prepare these.

4. In your planning, ensure that you are aware of problems identified in 'ineffective talks' developed in Task 1.14 of Skills Unit 1.

5. Rehearse your talk to ensure that you are able to keep within the time limit.

6. Now deliver your talk.

Have the members of your group assess you using the following checklist.
**ASSESSMENT:** TASK 5.2 (Note: This TASK for group assessment purposes)

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>CREDIT</th>
<th>PASS</th>
<th>YET TO ACHIEVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Talk well prepared</td>
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<tr>
<td>2. Introduction designed to gain attention and clearly indicated what the talk was going to be about</td>
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<tr>
<td>3. The talk flowed logically</td>
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<tr>
<td>4. Memory aids used worked well</td>
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<td></td>
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<tr>
<td>5. A summary given of the main points covered</td>
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<td>6. The talk had a clear conclusion</td>
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<tr>
<td>7. The content was at a level appropriate to the audience</td>
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<tr>
<td>8. The style of presentation maintained audience interest</td>
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<tr>
<td>9. Speaker confidence</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10. Non-verbal communication appropriately used</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>11. Effective use made of questions and discussion so as to obtain audience feedback</td>
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<td></td>
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</tr>
<tr>
<td>12. Effective use of technical aids</td>
<td></td>
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<tr>
<td>13. Stayed within time limits</td>
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</table>

**Other comments:**

**Rater's Name:**
For most people job, interviews are stressful situations. The anxiety in applying for a job can be reduced if you can anticipate questions which might be asked, and therefore anticipate correct responses that can be made. In this task you will be required to respond to typical employment interview questions. As the person being interviewed you need to know how to respond to different questions. An interview or potential employer is looking to fill a particular position and will therefore want to assess your responses to questions. By doing this, he/she can judge whether you are appropriate for the position being filled.

1. In the interview you are asked the following question:

What experience have you had in dealing with people which would be relevant to the position applied for?

Below are three possible ways of answering this question. Circle the most appropriate response.

a) Give an example of one specific situation from your experience.

b) Demonstrate a range of experiences and give some examples from each.

c) Answer by saying your experience with people covers all the situations which you would expect in the hotel.

Explain why the two options you didn’t tick where not appropriate.
Task 5.3  (Cont’d)

SITUATION

A major city hotel is recruiting for the position of trainee manager. The successful applicant will be expected initially to work at the reception desk, performing a range of tasks including registration of guests, handling account enquiries and liaising with room staff. The hotel has four hundred suites, convention facilities, ballroom, restaurant, undercover parking and state-of-the-art computerised data management system.

You have phoned the hotel, spoken with the personnel manager - who has asked you initial questions over the phone - and have been invited for an interview. The following questions relate to that face-to-face interview.

2. In the interview you are asked to demonstrate some initiatives you have taken in your previous work experience. Below are three possible responses to the question. You should circle the most appropriate:

a) You would give some information about a broad range of initiatives from your previous work experiences.

b) You would give three or four specific activities which you initiated and compare and contrast these with the position you are applying for.

c) You would indicate briefly you would be able to initiate many activities in the position and that this posed no problems.

3. A member of the interview panel recalls one of the earlier questions and seeks more information, but fails to inform you of the precise question or your response. Given the stressful nature of the interview what would you say? Circle the most appropriate response.

a) Attempt to recall the question and your response and respond accordingly.

b) Say you weren’t sure of the reference being made.

c) Ask for the question to be repeated and for an outline of your response.

For the two options you did not choose, explain why each response is inappropriate.
4. You are asked about your experience in using computers. You are unsure as to why you are being asked this question. Your only experience is in using a computer at home for basic word processing and playing computer games. Explain how you would respond to this question in the interview.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
The following statements offer a guide to appropriate responses.

1. Example 'b' is the most appropriate. Example 'a' does not do justice to your possible wide range of experiences, nor does it tell the interviewer about you. Example 'c' is unacceptable as it also does not cover your experiences, nor does it allow you to explore various situations in the area you are applying for.

2. Example 'b' is the most appropriate.

3. Example 'c' is the most appropriate. Example 'a' may lead you into confusing the earlier question and response - particularly under the stress of an interviewer - and doing yourself harm in the overall interview assessment. Example 'b' is not appropriate because it does not pursue the point of the early question and response.

4. Indicate your experience is in word processing and that you have skills in other areas which you have put to good use privately. You may use the opportunity to ask the interviewer about the extent to which computer are used in the position you have applied for and then allude to your experience as being relevant and useful in the following ways.
SKILLS UNIT 5: TALKS & INTERVIEWS
TOPIC: Preparing for Interviews
OBJECTIVES: To recognise correct responses to be made in an interview situation

TASK 5.4

The following questions are of a more general nature and ask you to consider and anticipate the general questions an interviewer might ask you.

1. For each of the personal aspects identified below
   a) write a question that you might be asked in an interview for a job
   b) indicate how you might approach answering the questions. Do not answer the question itself.

Training experience

_________________________________________
_________________________________________
_________________________________________

Benefits gained from doing traineeship

_________________________________________
_________________________________________
_________________________________________

Reason(s) for applying for this position

_________________________________________
_________________________________________
_________________________________________
Reason(s) for leaving other/previous positions


Applicant's view for his/her own special qualities


Applicant's expectations of the job for which he/she is applying


2. Write four general questions that you could ask any prospective employer/interviewer about the job, to show that you have an interest in the job and place of employment.

a) 

b) 

c) 

d) 

3. Interviewers not only seek direct answers to the questions they ask. Effective interviewers attempt, in the course of an interview, to monitor your attitude to work, yourself, and to others with whom you will have to work.

Which parts of the body can be used to show that you are confident, relaxed, positive in your attitude to yourself, your work and in the interview situation? List at least 3 items for each attitude.
Task 5.4 (Cont'd)

Confident

Relaxed

Positive
1. The answers to this question should comprise two parts. The first part
   a) should phrase the statement as an open-ended question, that is, a question which asks what, why, how often, under what circumstances etc.

   The second part
   b) of each question will vary depending upon the experiences of the trainee.

   The following answers to the first part are offered as a guide:

   **Training Experience**
   - What qualifications do you have that make you a suitable applicant for this position?
     OR
   - In what way did the training course you completed in 1989 made you a suitable applicant.

   **Benefits Gained from Traineeship/Course of Study**
   - What in your view was the most useful training you learned in your traineeship/course?

   **Reasons for Applying for this Position**
   - What attracted you to apply for this position?
   - Why are you interested in this job?

   **Reasons for Leaving Other Job(s)**
   - What made you leave your previous job?
   - What aspects of your previous job made you dissatisfied?

   **Special Qualities**
   - Why should we hire you for this position?
   - What special qualities can you bring to this job?
Applicant's Expectations

What challenges for you do you see in this position?

2. Examples:
   a) With whom will I be working?
   b) To whom will I be responsible?
   c) How long have the other ... been working for you?
   d) What do you expect of me as an employee?

3. a) confident: sit straight, without fidgeting, keeping eye contact with interviewer. Answer directly. Use your voice effectively - do not mumble or speak in whispers.
   b) relax: sit in chair rather than on edge, don't fiddle or fidget, adopt a comfortable position, use casual conversation.
   c) positive: answer questions directly and concisely, sit straight, head erect and use deliberate gestures, maintain eye contact.
SKILLS UNIT 5: TALKS & INTERVIEWS

TOPIC: Preparing for Interviews
OBJECTIVES: To recognise correct responses to be made in an interview situation

Name: 
Class/Group: 

TASK 5.5

Tasks 5.3 and 5.4 introduced the interview situation and you were shown various ways of overcoming the stress of the interview by preparing and predicting interview topics and questions.

This task asks you to consider preparing for a job selection interview by:

. considering questions you might be asked
. considering possible responses
. assessing your responses to the situation

The following advertisement has appeared in the press:

ASSISTANT MANAGER

STARLIFE HOTEL SYDNEY

Starlife Hotel is one of a large chain of hotels operating nationally. The Starlife Hotel in Sydney occupies a prime location in the city and attracts national and international visitors. The hotel is proud of its reputation as an outstanding venue and offers a wide range of services including convention facilities, a ballroom, four restaurants, teleconferencing facilities, as well as providing suites of outstanding appointment and quality.

Due to a promotion within the organisation, Starlife Hotel wishes to appoint an Assistant Manager to work as part of a management team to ensure its on-going success. The successful appoint will have industry experience, perhaps will be presently working as a trainee manager. He/she will have to handle all hotel activities including front office, reception, management responsibilities; stores; beverage and food supplies, as well as a modern computer-based information and management system.

Salary for the position is negotiable and will depend on experience, qualifications and potential. If you can meet this challenge contact David Baldwin, Personnel Manager by phoning 678 4312.
**TASK 5.5 (Cont'd)**

Having read the advertisement you begin to think seriously about the position.

You believe you are a suitable applicant, with the appropriate experience to fill the position. This task involves your developing a strategy for applying for the job.

1. What would be your initial reaction to the advertisement?

Circle the letter corresponding to the best response and in the space provided, indicate why you have chosen it.

Remember, you are trying to predict questions and situations which may be put to you in a possible future interview. Having read the advertisement, will you;

a) Phone David Baldwin immediately and ask about the job.

b) Take time to think about the position and the hotel manager's needs, and phone within a day.

c) Undertake your own small investigation into the hotel to obtain a feeling for the hotel prior to phoning David Baldwin.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Having made contact with David Baldwin you are invited to an interview. By the time of the interview you have carried out your own investigation into the hotel and its activities. What do you think will be some of the questions David Baldwin might ask you? For each of the four headings write two questions that you might be asked.
TASK 5.5 (Cont'd)

YOUR HOTEL EXPERIENCE

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

YOUR PREVIOUS MANAGEMENT EXPERIENCE

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

THE USES OF HOTEL COMPUTING SYSTEMS

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

THE ROLE OF STARLIFE HOTEL

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
For each of the questions you have framed in Question 2, write a possible response. You may wish to describe what you would say in points rather than trying to write the dialogue.

YOUR HOTEL EXPERIENCE


YOUR PREVIOUS MANAGEMENT EXPERIENCE


THE USES OF HOTEL COMPUTING SYSTEMS


21
THE ROLE OF STARLIFE HOTEL

Usually, after an interview, most people conduct a self-assessment or 'post-mortem' of the interview. This is a useful activity because it enables you to be critical of your performance, learn from it, and improve your interviewing style. Self-assess your responses to Question 3 by answering the following questions.

4. Which questions did you feel most confident in answering? Why?

5. Some questions may have asked you for information that you could not supply. How did you manage these responses? Was your attempt successful?

6. What is the best way to approach a question which seeks information about aspects that you regard as personal weaknesses?
7. In responding to the questions how did you try to win the confidence of the interviewer, David Baldwin?
ASSESSMENT: TASK 5.5

The following is a guide to acceptable answers. Answers to this task may vary. The accuracy of each answer is not vital. However, the overall assessment should focus on the student's understanding of how the communication process can be enhanced at the interview situation.

1. Response c) is the most appropriate. Response a) does not give you enough time to think about the position, its activities etc., nor sufficient time to present yourself from a well informed viewpoint. Response b) is reasonable but not as good a strategy as response c).

2. Your Hotel Experience

   . Where have you worked and what experience have you had in the hospitality industry?

   . What skills from your experience can you bring to the position?

Your Previous Management Experience:

   . Have you had management experience generally and in particular in the hospitality industry?

   . The Starlife Hotel has certain staffing problems which are specified. How will you approach managing these?

The Uses of Hotel Computing Systems:

   . Have you had computing experience in a hotel environment and could you outline what and how much?

   . Do you think there are areas of hotel operations which could benefit further from computer utilisation?

The Role of Starlife Hotel:

   . How can you raise the profile of Starlife Hotel?

   . What do you think is the best advertisement for Starlife Hotel?

3. Your Hotel Experience

   . I have worked in a number of local hotels (specify/provide references) and understand various roles (specify/give examples). In addition I have worked overseas in a number of hotels (specify).
I believe I am skilled in dealing with people on a personal and professional basis. In addition, I am able to manage most of the day-to-day activities which occur in the hotel environment (specify). Thirdly, I am computer literate and can provide immediate skills in most software.

Your Previous Management Experience

Outline the organisation(s) you have worked for and indicate your management experience, emphasising the type of experience relevant to the hospitality industry.

Indicate from your experience certain relevant staffing problems, and show how you think these provide a good basis for dealing with the staffing problems of Starlife Hotel.

The Uses of Hotel Computing Systems:

Indicate your breadth of experience with computers generally and focus on hotel situations such as reception, accounts, stores etc. giving examples and indications of sizes/volumes handled by you in the computing activities.

This could be answered generally or specifically. There is always room for improvement in managing activities within the hospitality industry and areas such as reception or accounts can have their activities improved by additional computer applications. You might ask the interviewer to expand on some of the areas of Starlife Hotel which need additional computerisation and taking that lead, expand on particular applications.

The Role of Starlife Hotel:

The profile or image of Starlife Hotel can be enhanced by appropriate public relations and communications training in a number of areas e.g. reception, restaurant activities etc.

The best advertisement for Starlife Hotel is its professional manner and the way its staff seek to assist guests at all times.

4. The ones where you could show more experience in some question areas.
5. Remember you are trying to put yourself in an interview situation. If you were not happy with your responses try some further self-test situations and improve your performance.

6. Attempt to cover all aspects about yourself before your interview. Establish a listing of personal/skills, traits, capacities etc. and question yourself against these criteria. Always be prepared for personal weakness questions: you obviously are the best person for the job and as far as you are aware you have no weaknesses which will effect your performance in the position. You may need to recall particular examples of situations to demonstrate your personal strengths.

7. Gaining the confidence of the interviewer is achieved in a number of ways. First, answer the question put to you. Second, use body language, hand movements, eye contact. Third, give good examples, even provide at the interview select material to back up your claim for the position. Fourth, be polished in your performance.
SKILLS UNIT 5: TALKS & INTERVIEWS

STANDARDS

TASK 5.1 For beginners no more than 2 out of the 6 criteria should be assessed 'yet to achieve'

TASK 5.2 For beginners no more than 5 out of the 13 criteria should be assessed 'yet to achieve'

TASK 5.3
All 4 answered correctly with appropriate explanations = Credit
3 answered correctly with appropriate explanations = Pass
Less than 3 answered correctly Explanations not provided = Not yet achieved

TASK 5.4
Question 1
5 or 6 questions and responses given = Credit
4 questions and responses given = Pass
Less than 4 questions and responses given = Not yet achieved

Question 2
4 or more questions = Credit
3 questions = Pass
Less than 3 questions = Not yet achieved

Question 3
9 or more features of body language identified = Credit
7 or 8 features of body language identified = Pass
Less than 7 features of body language identified = Not yet achieved

TASK 5.5
Questions 1, 4, 5, 6, correct response and appropriate explanation ) Credit
Questions 2 & 3 )
lists 7 or 8 questions/responses )
Question 7 )
provides 3 or more appropriate responses )
SKILLS UNIT 5: TALKS & INTERVIEWS

STANDARDS (Cont'd)

Questions 1, 4, 5, 6
Correct response and appropriate explanation
) Pass

Questions 2 & 3
Lists 5 or 6 questions/responses

Question 7
Provides 2 appropriate responses

If the student fails to achieve any of the criteria listed under the 'Pass' standard, he/she will be assessed as not having achieved the required standard Not yet achieved
SKILLS UNIT 6: COMPUTERS AND COMMUNICATION

TOPICS:

- USES OF COMPUTERS IN THE HOSPITALITY INDUSTRY
- THE IMPACT OF COMPUTERS IN THE HOSPITALITY INDUSTRY

OBJECTIVES:

USES OF COMPUTERS

- To recognise appropriate uses of computers when communicating with guests (Task 6.1)
- To recognise appropriate uses of computers in management (Task 6.2)

IMPACT OF COMPUTERS

- To identify changes that have resulted from the impact of computer technology in the hospitality industry (Task 6.3)
NOTES FOR TEACHERS & TRAINERS

USES OF COMPUTERS

Task 6.1
This task requires the student to consider the computer applications appropriate to guest reception, information and accounts, and how communication is improved by these applications.

Teachers may develop further exercises using question 5 as a model.

Task 6.2
This task requires the student to consider how computer applications can make an impact on communication between management and staff in a large hotel.

Teachers may develop further exercises using question 3 as a model.

IMPACT OF COMPUTERS

Task 6.3
This task can be used as an alternative to Tasks 6.1 and 6.2 or can be used to consolidate issues raised in Tasks 6.1 and 6.2. Students are required to consider the impact computer technology has had on reception and management activities in large hotels.
SKILLS UNIT 6: COMPUTERS & COMMUNICATION

TOPIC: Uses of Computers in the Hospitality Industry

OBJECTIVE: To recognise appropriate uses of computers when communicating with guests

TASK 6.1
As a person working in, or hoping to work in the hospitality industry you need to recognise the importance of effective communication and how computer applications can be used to improve it. The communication process at work involves various activities such as speaking to hotel guests and leaving messages, and it utilises various communication channels.

From the guest's viewpoint, most communication takes place through or across the reception desk. From a management viewpoint, the hotel management needs to maintain services and supplies of essential stores (food and beverages, guest room requirements etc). The communication and storing of information about these activities is important in managing the hotel successfully.

1. Name 6 activities which involve communication between front office reception staff and guests in an international hotel. For each activity you name, indicate how a computer might be used to assist in the activity. (12 points)

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<th>Activities</th>
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TASK 6.1 (Cont'd)

Activities          Possible use of Computers

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d) ____________________________  d) ____________________________

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e) ____________________________  e) ____________________________

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                                      ____________________________


f) ____________________________  f) ____________________________

                                      ____________________________
                                      ____________________________
                                      ____________________________


2. Using 2 of the activities you identified in question 1, explain how the use of a computer can improve the communication involved. (2 points)

                                      ____________________________
                                      ____________________________
                                      ____________________________

3. When using computers to assist in front office reception you need certain skills to make its use effective. Name two skills you need to operate the computer effectively. Why is each skill important in communicating? (4 points)

<table>
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<th>SKILL</th>
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</table>
4. You work for a motel chain which has three major motels in Sydney. There are many uses for computers that would improve the communication among the three motels. Name at least two (2) uses of computers related to reception that would improve communication among the motels. (2 points)

5. You are asked by a guest for information about live theatre and entertainment currently playing in Sydney. The hotel has a computer information data base. You key in the word 'theatre' to access the appropriate part of the data bank. List at least 6 items of information you expect to see on the screen that would enable you to answer the guest's question. (5 points)

6. Briefly describe and discuss at least 2 problems associated with the use of computers in the hospitality industry. In your answer you should discuss practical ways to overcome the problem you have identified. (4 points)
The following is a guide to acceptable answers. Answers to this task may vary. The accuracy of each answer is not vital. However, the overall assessment should focus on the student's understanding of how computers can be used to improve communication in the hospitality industry.

1. **ACTIVITIES**  
   a) Checking in  
   b) Checking out  
   c) Information about locations 'in town'  
   d) Leaving messages  
   e) Bill paying, finalising accounts  
   f) Changing money  

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<tr>
<th>ACTIVITIES</th>
<th>POSSIBLE COMPUTER USE</th>
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<td>a) Checking in</td>
<td>name(s) personal details, room allocation</td>
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<td>b) Checking out</td>
<td>account finalisation</td>
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<tr>
<td>c) Information about locations 'in town'</td>
<td>theatres, restaurants, costs, times</td>
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<tr>
<td>d) Leaving messages</td>
<td>information recall</td>
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<tr>
<td>e) Bill paying, finalising accounts</td>
<td>itemised statements, charge, cash</td>
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<tr>
<td>f) Changing money</td>
<td>exchange rates</td>
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2. **Checking in:**

Computers can record all information accurately and provide guest history. They can provide a room availability forecast by room type.

**Checking Out/Bill Paying**

Computers can record all information regarding the services the guest used and charged to his/her account during his/her stay in the hotel.

- e.g. room service, bar, meals, laundry, telephone calls.

Therefore when a guest checks out, the person on reception can easily and accurately finalise the account.
**Information about locations in town**

Again, with computers communication is improved because the reception can quickly and easily access all the relevant information about entertainment without having to refer to a collection of pamphlets, leaflets, newspapers, or telephoning theatres, cinemas etc.

**Leaving Messages**

Computers enable a message to be allocated to an appropriate room and person, and ensure the accuracy of message content.

**Changing Money**

Again, communication is improved by having up-to-date information literally at your finger tips.

3. **SKILLS**

   . Keyboard
   . Knowledge of software:

   * **IMPORTANCE OF SKILL**
     . For input of information, accuracy
     . To maximise computer use and provide new report options

4. . Monitoring room vacancies/availability

   . Monitoring staffing levels for shift allocation

5. . Name of entertainment centre

   . Location
       . Particular attraction/show currently playing
       . Ticket costs
       . Dates and times of performance(s)
       . Censorship classification
ASSESSMENT: TASK 6.1 (Cont'd)

6. Answers should include:

. system failure - alternative back up procedures in the event of the system going down - e.g. how to calculate a guest's final account; knowledge about where to go for information on e.g. exchange rates, entertainment

. computer viruses - if this is a problem - check out programs to 'de-bug' the system and make it immune to viruses

. user inability - the need for training of all staff who use the system is critical
### TASK 6.2

In Task 6.1 you were asked to consider how computers can assist in communicating in a front office or reception area. In this task you will be asked to answer questions about the use of computers when communicating among staff and between management and staff.

1. Name 6 activities which involve communication among staff or between management and staff. For each activity you name, indicate how a computer might be used to assist in the activity. (12 points)

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2. Using 2 of the activities you identified in Question 1, explain how the use of a computer can improve the communication involved. (2 points)

---

3. You are asked by the Catering Manager of the Function Room of your hotel to identify wines (both red and white) that are available in the cellar, which are:

- less than a certain price;
- with a mark-up greater than a set percentage which he gives you.

The hotel's computer information database can provide this information. If the data base is well set up, what information would you expect to see on the screen which would enable you to answer the Catering Manager's question. List at least 4 items of information. (4 points)
The following answers offer a guide to acceptable answers. Answers to the task may vary. The accuracy of each answer is not vital. However, appreciation of the importance of computers in the communication process and of the types of hospitality industry situations which lend themselves to computer applications is vital.

1. **ACTIVITIES**

   **POSSIBLE USE OF COMPUTERS**

   a) Food, beverage supplies . Details of available wine supplies, cost etc.
   b) Linen, laundry supplies . On hand supplies, costs
   c) Room occupancy reports . Average by monthly use; room type use
   d) Foreign currency creditors . Financial arrangements involving overseas clients
   e) Audit trails . All financial and accounting operations covered
   f) Personnel management . Details of all staff, experience, personal records

2. **FOOD, BEVERAGE SUPPLIES:**

   Computers can maintain a running inventory of supplies and provide financial reports for a head chef on the most favoured wines.

**LINEN/LAUNDRY SUPPLIES**

As a result of up-to-date records concerning average monthly use and costs, management can quickly identify and deal with problems that arise - e.g. overuse and shortage of particular items, effect of increased costs on budget etc.

**ROOM OCCUPANCY REPORTS**

By having data on room occupancy, management can identify any trends - e.g. low room occupancy in a particular month and can take action to remedy this - e.g. special weekend deals, special rates for conference etc.
FOREIGN CURRENCY CREDITORS

Accurate up-to-date information or overseas visitors credit status can be available through computing system.

AUDIT TRAILS

Reports generated using accounting and spreadsheet software give management accurate information on the financial position of the business. Further, use of spreadsheet software can enable management and staff to investigate and analyse financial implications with new ideas before making a final decision - e.g. the implications of closing down 20 rooms during the low season can be investigated before making such a decision.

PERSONNEL MANAGEMENT

Computers can maintain and report on all staff members and provide details of skills which can be utilised in various activities.

3. Wine type/variety
   . In-stock supplies
   . Current value of in-stock supply
   . Cost per unit of sale to hotel
   . Cost per unit to guest
   . Mark-up (percentage)
SKILLS UNIT 6: COMPUTERS & COMMUNICATION

TOPIC: Impact of Computers in Hospitality Industry

OBJECTIVE: To identify changes which have resulted from the impact of computer technology in the hospitality industry

| Name: | ____________________ |
| Class/Group: | ____________________ |

**TASK 6.3**

Computers can be used effectively for communicating in the hospitality industry. They can be used both in the front office/reception desk and in management activities. With the widespread use of computers, communication processes and business activities have changed dramatically.

This unit requires you to consider the impact of computers and how their use has enhanced communication and management activities in the hospitality industry.

1. Name at least 4 front office and reception activities which have altered in their day-to-day procedures as a result of using computers. How do you think computers have improved these procedures and made them more efficient? (8 points)

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>IMPACT (Improvement and efficiency)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td></td>
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</tbody>
</table>

13
### TASK 6.3 (Cont'd)

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>IMPACT (Improvement and efficiency)</th>
</tr>
</thead>
<tbody>
<tr>
<td>c)</td>
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<tr>
<td>d)</td>
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</tbody>
</table>

2. Changes brought about by computers are not always seen as positive. For any of the activities that you have identified in the above question, name at least 2 problems associated with the use of computers. (2 points)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>PROBLEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td></td>
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</tbody>
</table>

3. Identify 6 management activities which would have altered in their day-to-day procedures as a result of using computers. What impact (improvements, efficiencies etc) do you think has occurred? (12 points)

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td></td>
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</tr>
</tbody>
</table>
### TASK 6.3 (Cont’d)

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>IMPACT</th>
</tr>
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<tbody>
<tr>
<td>c)</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td></td>
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<td></td>
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<td>e)</td>
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<td></td>
<td></td>
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<tr>
<td>f)</td>
<td></td>
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</tbody>
</table>

4. As a result of having to use computer technology, hospitality staff have the opportunity of picking up new skills. Name at least 2 specific skills associated with computers which staff may gain. (2 points)

**SKILLS**

a) 

b)
TASK 6.3 (Cont'd)

5. In question 4 you identified some skills that staff may gain by using computers. By having staff with these skills, management might expect greater efficiency in the completion of work tasks. What jobs or tasks at reception can be completed more efficiently using computers? Name at least 4 tasks. (4 points)

a) 

b) 

c) 

d) 

ASSESSMENT: TASK 6.3

The following answers offer a guide to acceptable answers. Answers to the task may vary. The accuracy of each answer is not vital. However, the overall assessment should focus on the student’s understanding of how computers can be used to improve communication in the hospitality industry.

1. **ACTIVITIES**

<table>
<thead>
<tr>
<th>IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Room forecasting</td>
</tr>
<tr>
<td>b) Identification of ‘tight’ days</td>
</tr>
<tr>
<td>c) Room availability by type</td>
</tr>
<tr>
<td>d) Reservation search</td>
</tr>
<tr>
<td>e) Maintaining accounts</td>
</tr>
<tr>
<td>f) Accounting process</td>
</tr>
</tbody>
</table>

2. **PROBLEMS - some examples**

   - Computer system software too large for size of organisation
   - Poor training leads to poor use of system
   - Inappropriate hardware components
   - Software not user-friendly
   - Software poorly configured and installed
### 3. ACTIVITIES

<table>
<thead>
<tr>
<th>Activity</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Accounting procedures</td>
<td>Provides for a comprehensive systems accounting system which integrates all accounting activities e.g. ledgers, profit and loss accounts, balance sheets, source of funds</td>
</tr>
<tr>
<td>b) User access</td>
<td>Computerised accounting system can be user-friendly thus providing easy access into the accounting records</td>
</tr>
<tr>
<td>c) Particular account enquiry</td>
<td>Allows for enquiries on individual transactions for existing period, year to date or future periods</td>
</tr>
<tr>
<td>d) Staffing arrangements</td>
<td>Provides for a comprehensive listing of all employees and their working arrangements, conditions and entitlements</td>
</tr>
<tr>
<td>e) Stores, food and beverage inventory control</td>
<td>Enables precise and current details about all in-house stores and hotel guest requirements to be maintained. Facilitates stores ordering</td>
</tr>
<tr>
<td>f) Property management</td>
<td>Provides on-going property maintenance schedules and programs and ensures building maintenance activities are ordered in sequence</td>
</tr>
</tbody>
</table>

### 4. SPECIFIC SKILLS

- Keyboard proficiency
- Greater understanding of management responsibilities
- Understanding of computer software and its capacities to assist the management activity
5. **TASKS**

- Room allocation
- Details of guests accounts
- Long term room availability
- Guest enquiries which utilise data base
**SKILLS UNIT 6: COMPUTERS AND COMMUNICATION**

**STANDARDS**

<table>
<thead>
<tr>
<th>TASK 6.1</th>
<th>Scores 25-30</th>
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</thead>
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<tr>
<td></td>
<td>Scores less than 20</td>
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<table>
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<td>= Pass</td>
</tr>
<tr>
<td></td>
<td>Scores less than 12</td>
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</table>

<table>
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<th>= Credit</th>
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<tbody>
<tr>
<td></td>
<td>Scores 18-23</td>
<td>= Pass</td>
</tr>
<tr>
<td></td>
<td>Scores less than 17</td>
<td>= Not yet achieved</td>
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</tbody>
</table>