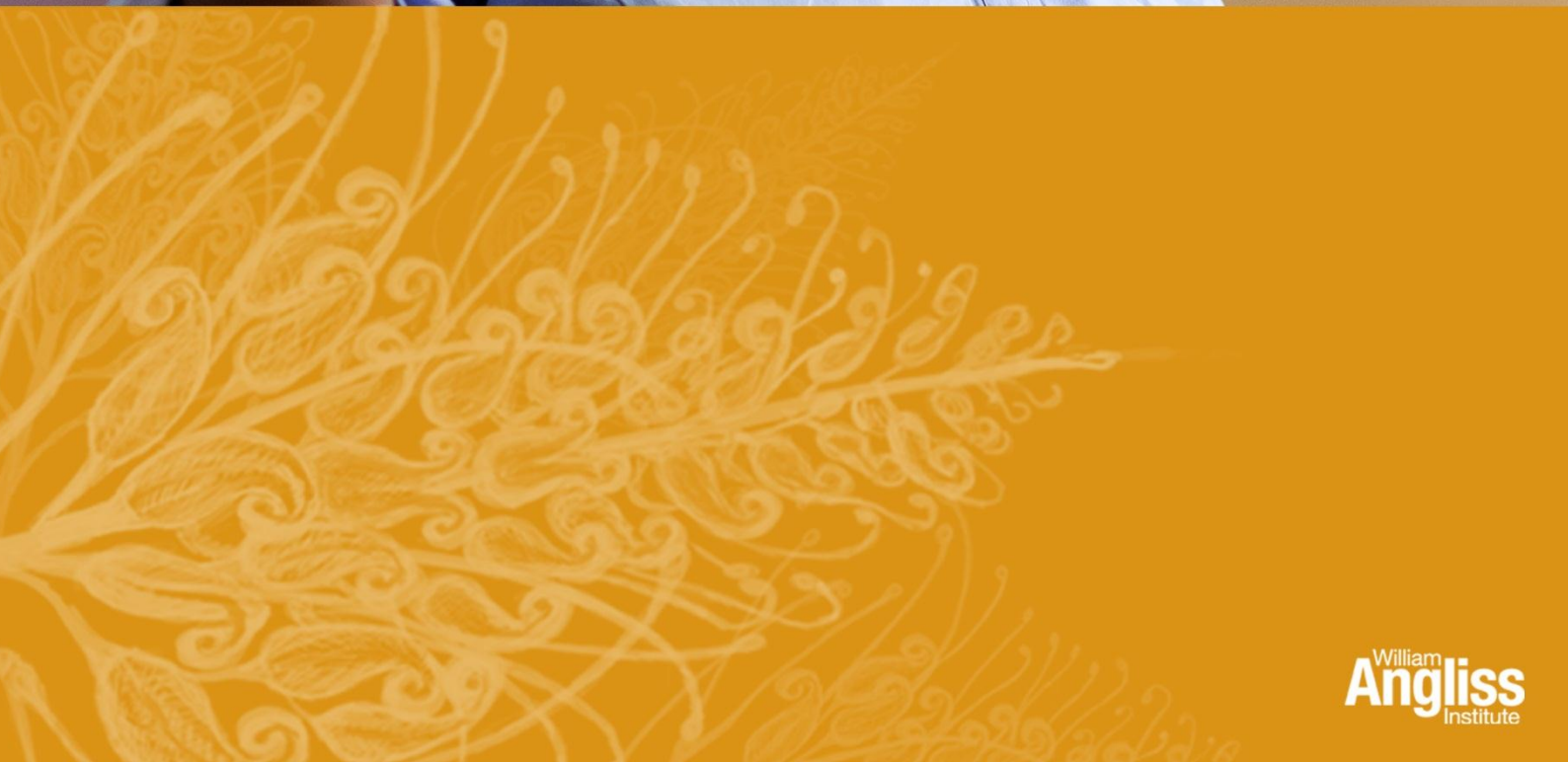


Trainer Guide

Work with colleagues and customers

SITXCOM001A



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What is in this guide?

This *Trainer Guide to Activities* is part of a set of resources to support delivery of 9 units from qualifications in the SIT07 Hospitality Training Package.

The resources have 3 components:

<p>1. Learner Workbook.</p>
<p>2. General Trainer's Guide</p> <p>This single guide contains information to assist trainers to understand:</p> <ul style="list-style-type: none"> ▪ the purpose and design of the resources ▪ strategies for working with learners with lower LLN levels ▪ strategies for working with Indigenous learners ▪ strategies for designing and conducting assessment appropriate to these learner groups and AQF levels.
<p>3. Trainer's Guide to Activities</p> <p>There is one of these for each unit. It contains:</p> <ul style="list-style-type: none"> ▪ a summary of the LLN requirements of that unit ▪ advice on using the Learner Workbook activities for that unit.

This *Trainer Guide to Activities* supports the highlighted unit.

- SITHIND001B Develop and update hospitality industry knowledge
- SITXCOM001A Work with colleagues and customers
- SITXCOM002A Work in a socially diverse environment
- SITXOHS001B Follow health, safety and security procedures
- SITXOHS002A Follow workplace hygiene procedures
- SITHACS005B Prepare rooms for guests
- SITHACS006B Clean premises and equipment
- SITHCCC003B Receive and store kitchen supplies
- SITHCCC004B Clean and maintain kitchen premises

LLN requirements of the unit

SITXCOM001A Work with colleagues and customers

Skill	Applications
Reading	Read messages, notes, emails and faxes
Speaking and listening	<p>Use basic telephone skills</p> <p>Communicate with customers and colleagues in a polite, professional and friendly manner, with appropriate language and tone</p> <p>Use appropriate non-verbal communication</p> <p>Provide information clearly</p> <p>Use active listening and questioning</p> <p>Respond to customer complaints positively, sensitively and politely</p> <p>Refer escalated complaints to the appropriate person</p> <p>Seek assistance from other team members, supervisors and managers</p> <p>Acknowledge and respond to feedback and information from other team members</p> <p>Negotiate changes</p>
Writing	Write a clear and concise message, note, email and fax
Numeracy	None
Computer literacy	Use email
Research	None

Guide to the activities

This guide to the activities provides:

- advice on carrying out an activity where it may not be obvious from the design of the activity itself. When the design of an activity speaks for itself, comments are on possible variations, enhancements or extensions of the activity that would ensure it is useful for learners with lower LLN skills.
- possible answers where this may assist the trainer to understand the intent of the activity.

Activity 1 Feedback

1. How do you show you have understood someone?

Possible answers:

Nod, smile, murmur sounds, respond and answer sensibly, say 'Yes, I understand'.

2. How do you show someone that you didn't understand their message?

Possible answers:

Frown, shake head, ask for clarification 'What do you mean by that?,' say you don't understand 'I'm not sure what you mean'.

Activity 2 Methods of communication

These questions should be used simply to stimulate a quick discussion about what learners already know about communication, to share that information and bring everyone up to a base level of concepts.

What are some different ways we communicate with other people at work?

Possible answers:

Talk, write, email, noticeboard, notes, signs, phone, voicemail, text/SMS, letter, brochures, labels, posters, chat, meetings, interview, memos, training sessions.

(Learners will be using these methods for Activity 4.)

Activity 3 Formal or informal?

F or I?	Communication
F	You tell the manager you're resigning from your job.
I	Your supervisor tells you what a great job you're doing.
F	You tell your supervisor that a personal problem means you can't come to work tomorrow.
I	You tell your workmate that a personal problem means you can't come to work tomorrow.
F	Your supervisor tells the team about a new procedure.
I	You tell your workmate that your daughter is getting married.
F	You tell your supervisor that your daughter is getting married so you need two days off work.
F	Your manager tells you the date of your performance appraisal.
I	You tell your workmate how nervous you are at the thought of a performance appraisal.

Activity 4 Communication in your workplace

Learners apply the concepts they have acquired to their workplace activities.

Some of the suggested areas may not be applicable to the learners. Point this out before you start the activity.

Activity 5 Barriers to communication

Learners refer to the five types of barriers given previously to discuss each thought bubble. Learners label the barrier, and then move to thinking how both parties would feel – this is empathy.

This activity can also help learners 'see' their own thoughts and attitudes a bit more objectively.

Activity 6 Non-verbal communication

A brief discussion only – the purpose is for learners to realise they really do make swift instinctive judgements about sincerity based on non-verbal communication.

The trainer could also explain the following:

If body language = **same as** the spoken words

The listener feels confident they have understood correctly.

If body language = **different to** the spoken words

The listener feels confused. They will believe the body language over the spoken words.

Activity 7 How important is non-verbal communication?

1. You could tape a program or show part of a DVD to illustrate this, rather than sending learners off to do it on their own. Or ask learners to bring in a DVD, particularly of their favourite TV program.

However, be careful of copyright – don't copy programs or encourage learners to copy programs illegally.

2. Give the learners some topics to talk about first e.g. what they did at the weekend, their favourite TV program, or why they barrack for a particular footy team.

Activity 8 Non-verbal communication from customers

Resources for this activity can be found in Appendix 1.

Ask learners to actually show the type of body language. Ask confident learners to demonstrate to the group, or ask for volunteers – don't put shy people on the spot.

The cards at Appendix 1 give some more suggestions for role playing using and interpreting body language.

Divide the learners into pairs or small groups.

The customer: One learner is the customer and takes a card. How will you show what you want without speaking?

The staff member: The other learner is a staff member. What do you think the customer wants? What will you say and do?

If learners don't want to role play, you could discuss some of the situations as a whole group, focusing on:

- reading customer body language
- practising some suitable language for the staff member to check their guess at the problem.

Activity 9 Blocks to listening

This activity is asking learners to look at some examples of common blocks to listening.

Then ask them to take the step of examining their own listening behaviour. Do they recognise any of the blocks as something they do?

Try to get learners to give some actual examples of what they do – however, try to keep the tone light-hearted.

Activity 10 How does it make the speaker feel?

Make sure learners know what all the words mean first.

Discuss with the whole group why the words they chose make the speaker feel you have listened actively.

Activity 11 Active listening

Resources for this activity can be found in Appendix 2.

Before you start you might brainstorm some topics they could talk about, such as football, their holidays, their work or their family.

1. SET UP

- Ask learners to form pairs, and sit facing each other, but not touching.
- Decide who is Person A and who is Person B.
- Give the pairs a card each, A and B.
- Give them some time to read their card and work out what they will do.

2. DO ACTIVITY ROUND 1

- Do Round 1 with cards A and B.
- Learners don't look at each other's card.
- You are the timekeeper. Tell pairs when to start and finish.

3. DO ACTIVITY ROUND 2

- Do Round 2 with cards C and D.
- Person A gets the Person D card
- Person B gets the Person C card.

4. REFLECT and DISCUSS

- Ask learners to think about how hard or easy it was to keep talking for the whole two minutes.
- How did the speaker feel when the receiver listened actively?
- How did the speaker feel when the receiver was not listening actively?

Activity 12 Summarising

Resources for this activity can be found in Appendix 3.

Divide the group into pairs. One person will be A and the other B.

Give the learners the cards for Situation 1, one for Person A and one for Person B. Give them a few minutes to read the cards. Make sure they don't read each other's cards!

Monitor as they are role playing the situation, particularly listening to how Person B summarises what the person has said. You may like to go over some of the expressions from their workbook first.

If you have some confident learners you could get them to show the role play to the rest of the group. Or you could demonstrate yourself.

Ask the learners to swap roles, so there is a new Person A and new Person B. Then give out cards for Situation 2 and repeat the activity.

Activity 13 Open or closed questions

If learners have trouble with this activity, you could give an answer to each of the questions – those that can be answered with 'yes' or 'no' (or a similar short answer) are closed.

Question	Open	Closed
1. Can I help you?		✓
2. What would you like today?	✓	
3. Would you like fries with that?		✓
4. When do you want to take the tour?	✓	
5. Would you like to take the tour tomorrow?		✓
6. Where should I store the spare toilet rolls?	✓	
7. How will you pay for that?	✓	
8. Do you understand?		✓
9. What will you do first?	✓	
10. When should I take my lunch break?	✓	
11. Can I take a break now?		✓

Activity 14 What is the best question to ask?

Discuss the reasons for the correct answer, especially if learners make different choices.

1. c
2. a or c
3. b
4. b.

Activity 15 Use formal language

Informal language	Formal language
Yep Uh-huh	Yes
Nope Nah	No
Sure Okay.	Yes. I can do that. It's a pleasure. You're welcome.
No worries Not a problem	Yes of course. I can do that. It's a pleasure. You're welcome.
Hang on Hang on a tick Just a sec	Can I put you on hold? I'll just be a moment I won't be a moment. I'll be with you in a moment.
I don't understand What?	Can you please repeat (or spell) your name?
What did you say? Huh?	Can you explain that to me again please? Would you mind saying that again please?
What's your problem? Have you got a problem?	How can I help you? How can I assist you?
Youse Youse all	You all You

Informal language	Formal language
Mate Buddy Darl Love Dearie	Sir Ma'am (Or the person's name if you know it.)

Activity 16 Communicating at work

Resources for this activity can be found in Appendix 4.

In this activity, learners will practise communicating at work, using what they have learnt from their toolbox for communication.

Divide group into pairs. Give a set of cards to the pair – one person is A, the other is B. They will take the appropriate card for Situation 1 and role play the situation. Give them time to read the cards first.

Then have learners swap roles, and do Situation 2.

Monitor the role play. If you have some confident learners you could get them to show the role play to the rest of the group.

Activity 17 Communicate with people from other cultures

Resources for this activity can be found in Appendix 5.

This activity will help make learners aware of cultural attributes of specific groups that may be visiting Australia or work in Australia, and how they can sensitively deal with people from these groups.

There is a similar activity in the unit *SITXCOM002A Work in a socially diverse environment*. If learners are also undertaking that unit you could combine this activity.

Learners may need help with basic research skills and recording of information.

Preparation:

Copy the worksheet in Appendix 5.

Instructions:

Ask learners, in small groups, to choose from these cultures, which have high visitor numbers to Australia or have high migrant numbers in Australia. Make sure each small group has a different culture to explore.

Add any others that are relevant to a particular learner group's workplace.

- United States
- Japan
- China
- Germany
- Italy
- France
- South Korea
- United Kingdom
- Malaysia
- Saudi Arabia

Learners should find some information for each of the headings on the worksheet.

If they wish to change the headings once they have looked at the information, they should check with you first.

Finding the information:

Interview people: If you have people from different cultures in your group, other learners could interview them. Or they could interview staff at their workplace if they are from other cultures, or other people they know.

Use the internet: You might need to help learners find information on the internet, if it is available.

Here are some useful sites to start with.

<<http://www.culturecrossing.net/>>

<<http://www.buzzle.com/articles/world-cultures-heritage/>>

<<http://www.everyculture.com/>>

<<http://www.kwintessential.co.uk/resources/country-profiles.html>>

<<http://www.intercultures.ca/cil-cai/countryinsights-apercuspays-eng.asp>>

Resources:

Download *Cultural sensitivity* booklet, by the University of Newcastle,

<http://www.newcastle.edu.au/Resources/Divisions/Academic/Equity%20and%20Diversity/Documents/cultural_sensitivity_book.pdf>.

This booklet contains information on the correct ways of behaving when dealing with people from China, India, Japan, Korea, Malaysia, Saudi Arabia and Singapore.

Sharing the information:

- Help learners organise in their small group to share some of their information with the whole group. This can be a fun activity. For example:
- learners could make posters about the characteristics of the different cultures
- you could ask learners to compare some aspects of all the countries researched. For example, ask 'How do you greet people in xxxx? Is that the same as or different from xxxx?'

Guidelines:

For the second part of this activity, draw on the information presented to have a discussion with learners about some guidelines for communicating effectively with people from other cultures.

To avoid problems with writers or readers of different speeds, you could compile the list on the whiteboard as learners discuss, checking for agreement on points and wording. Learners could write the list into their workbook. Or you could type it up later and distribute to learners to stick in their workbooks.

The final list will vary but may include things in the table below. You only need to write up the details in the first column. The second column is just for discussion.

Guidelines for communicating with people from other cultures	
1. Show respect	<p>Treat people as individuals.</p> <p>Don't think in stereotypes.</p> <p>Don't pre-judge (prejudice).</p>
2. Be clear in your verbal communication	<p>Use simple words and short sentences.</p> <p>Use plain English and don't use slang.</p> <p>Pronounce words clearly.</p> <p>Speak a little more slowly so visitors have a chance to translate what you have said into their own language (but not too slowly).</p>
3. Be patient, friendly and show interest	<p>Show an attitude of 'friendly formality'.</p> <p>Use a formal way of addressing people, like sir or ma'am, or Mr__ if you know their name. Using first (given) names may be considered too personal.</p> <p>Smiling is a universal sign of friendliness and is understood by everyone.</p>
4. Listen actively and ask open questions	<p>Use these skills to build a connection with your customers and learn something about them so you can better meet their needs.</p>
5. Don't make jokes	<p>Jokes require a high level of language to understand. Also people's sense of humour varies. It might sound like you are belittling people.</p> <p>Check that your humour is not sexist or racist.</p>
6. Keep a polite distance away when talking with people	<p>Don't touch customers e.g. pat them on the arm. Touching may be considered rude.</p>
7. If a misunderstanding occurs, make a sincere apology	<p>This is more important than giving an explanation or excuse.</p>

Activity 18 Check your understanding

Resources for this activity can be found in Appendix 6.

In this activity, learners will practise asking questions to check their understanding.

Divide group into pairs. Give a set of cards to the pair – one person is A, the other is B. They will take the appropriate card for Situation 1 and role play the situation. Give them time to read the cards first.

Then have learners swap roles, and do Situation 2.

Monitor the role play. If you have some confident learners you could get them to demonstrate the role play to the rest of the group.

Person B needs time to think about the questions they might ask. You might need to help them. Some things they need to find out are:

- Situation 1: Which rooms, how many, when are the guests arriving, will I put the vacuum cleaner away?
- Situation 2: Name, room number, what time does he want the taxi, where is he going, what type of fruit does he like, does he have a favourite champagne?

Activity 19 Writing at work

Prompt learners to think of the writing they might have to do at work from the examples in the learner guide.

Many of the forms that need to be completed at work are covered in other units. However, if you recognise there is a problem with form filling, you could bring some sample workplace forms and have learners practise completing them.

Activity 20 Read and write an email

For questions 1 – 6, ask the learners to circle, underline or highlight the things they are looking for before writing it in their workbook.

After checking accuracy, ask learners to reply to the email. They can write in the space in their workbook, or actually send you an email.

Most learners will use emails. However, if there are some who have never used an email you can help them set up an email account, e.g. Hotmail or Yahoo.

Activity 21 Take a message

Ask learners to highlight or circle the main parts of the message before they complete the message form. Check for accuracy.

Activity 22 Using the phone at work

1. What are some situations where you might have to answer or use a phone in a hospitality business?

Possible answers may include:

- office, reception area
- porter area
- on tour (e.g. using mobile phone)
- hospitality department – requests from guests
- restaurant area – request for room service
- with customers – appointments, reservations, enquiries
- with colleagues – change shifts, call in sick.

2. Have learners find out if there is an established way or some guidelines for answering the telephone in different departments.

This might include the greeting used, or information they should not give out over the telephone.

Activity 23 Answering the telephone and taking messages

Resources for this activity can be found in Appendix 7.

Preparation:

To set up this activity, make sure there are enough message forms for learners to complete a message each. You can use the form in Appendix 7, use a pad of message forms which you can buy from a stationery shop, or use message forms from the learners' workplace.

Prepare the scripts on the cards in Appendix 7, so there is a set of cards for both situations for each group.

Explain to learners that they will practise talking on the telephone and taking messages. As you can't rely on body language on the telephone, ask learners to sit back to back, so they can't see each other's faces and other body language.

Instructions:

Divide the group into pairs. One person will be A (the receptionist) and the other B (the caller).

Explain that the scripts include what the receptionist has to say, and what the caller has to say. But they only have their part of the conversation. Encourage learners to be creative and add things to the script if they want.

Remind learners that the receptionist may have to ask questions to get the information they needs, such as asking for the caller to spell their name, or repeat some information.

Also remind the receptionist that they must check they have filled out the message form correctly before they finish the call.

Give the learners the cards with the script for Situation 1, one for Person A and one for Person B. Give them a few minutes to read the cards, and make sure they don't read each other's cards.

When the telephone conversation is completed, and the message form completed, ask the learners to swap roles, so there is a new Person A and new Person B. Then give out cards for Situation 2 and repeat the activity.

Stress to learners that they must not look at each other's script!!

The script:

Here is the whole script. Learners will only get part of the script on their cards. Monitor learners as they are completing this activity, particularly when taking the message so they don't just copy the message from the other person's script.

If you think the message taking part of this activity is too difficult for your learners, you could give them a copy of the whole script and ask them to highlight the main parts that should go into a message form.

Telephone conversation 1

Receptionist: Good morning, Oasis Resort, how may I help you?

Caller: Hello, this is Miranda Biletto. I'd like to enquire about some lost property.

Receptionist: Certainly, can you tell me what you have lost?

Caller: I stayed in your hotel last night, and left my coat in the wardrobe.

Receptionist: What room were you staying in?

Caller: Room 203.

Receptionist: And can you tell me what the coat looks like?

Caller: It's a blue woollen coat with gold buttons. I hope you've found it.

Receptionist: I'll ask our head housekeeper if it's been found and will get back to you. Can I have your telephone number? Also, if we find it I can post it to you if you give me your address.

Caller: Thanks, that would be wonderful. My number is 0410 673 456. You could post it to my work, Fashion Consultancy, 23 Main Street, Melbourne, Victoria, 3000. I will of course pay the postage.

Receptionist: I'll ring you as soon as I have some information.

Caller: I look forward to hearing from you.

Receptionist: Goodbye Ms Biletto.

Telephone conversation 2

Receptionist: Good morning, Oasis Resort, how may I help you?

Caller: This is Brad Hancock from Wilsons Hardware speaking. I need to leave a message for the Maintenance Department.

Receptionist: If you give me the message I can pass it onto Jim, he's the team leader of the department.

Caller: Thanks. He ordered some fly wire screening for the windows of the cabins, and unfortunately the order has been delayed because of a hold up at the manufacturers. They had a fire so they're behind schedule.

Receptionist: Do you know when the order should arrive?

Caller: Yes, we expect to get it in by next Friday, and we'll deliver it as soon as it arrives.

Receptionist: OK, I'll pass the message onto Jim. Can I have your telephone number in case Jim wants to ring you?

Caller: Yes, it's 9834 6729 or he can get me on my mobile on 0499 367 098.

Receptionist: Thanks for letting us know. Goodbye Mr Hancock.

Caller: Goodbye.

Activity 24 Practise customer service skills

Resources for this activity can be found in Appendix 8.

Divide learners into pairs. One is the customer and the other is the hospitality employee who will serve them. Give them matching A, B, C or D cards.

Learners read through their card and think about what they are going to say. You should assist as required.

Encourage learners to talk about what they said and whether they felt they gave good service to the customer.

Let learners practise more than once, making sure they swap roles, so they all practise customer service skills.

Activity 25 Helping a customer with special needs

A person with special needs might:

- be elderly
- be from a culturally diverse background
- have a disability (vision, hearing)
- have small children
- speak little or no English
- be pregnant
- have an injury that affects their mobility e.g. leg in a cast
- not be feeling well, feeling faint
- be extremely tired
- be carrying heavy parcels or luggage.

How might you be able to help them?

Some possible ideas are:

- take time for them if they are slow
- speak clearly
- ask if they need any special service
- be informed about cultures of major visitor countries
- speak slowly and clearly, use gestures, get an interpreter
- offer a seat or other assistance.

Activity 26 Know information about your business

After they have completed the activity, learners can share the information.

If learners have not yet started in a workplace, you could talk about some of the things they may need to know in each area.

Activity 27 Know information about your area

In this activity, learners need to find out information about one tourist attraction, facility or type of transport in their area. Learners could make notes for themselves and report verbally to the group.

Learners should find out information that guests or customers might need. They can work independently or the trainer could provide degrees of support.

Some suggestions are:

- local restaurants, e.g. vegetarian, steak, Chinese, pub
- a natural sight e.g. Uluru, Blue Mountains, Daintree Rainforest, Ninety Mile Beach
- a cultural facility e.g. museum, gallery
- sporting facility e.g. gym, golf course, swimming pool
- bus routes to get into town or to other places
- shopping mall or specialty shop selling locally made produce
- park
- local doctor and dentist, or the hospital
- tourist office.

Some things they might find out, depending on what they are researching, are:

- where it is on a local map
- how to get there
- hours of opening
- cost
- whether you need to book
- whether it is suitable for people in a wheelchair.

Extension activity: Learners could put together a 'brochure' or a poster that they could use as a reference.

Activity 28 Dealing with a complaint

Responses will depend on the learner's scope of authority in the workplace. The best option is usually to check with their supervisor.

Activity 29 Your workplace complaints procedure

If learners are not in the workplace, or there is no complaints procedure in the workplace (which would be unusual), then provide a sample from a workplace you know, so they can see what is in it.

Point out that a complaints procedure will usually include:

- the aim of the procedure, e.g. 'to enable all our customers who have a complaint to pursue the issue in a systematic manner'
- how to make a complaint, e.g. by phone, in writing, by post or email
- what the business will do when a complaint is received, e.g. investigate, provide a written reply within two working days; pass on the complaint to the person responsible for action.

Activity 30 Handling complaints

This is a general discussion which will encourage learners to think about types of complaints that may occur in the hospitality industry, and have them do some problem solving.

There are no correct answers. Learner responses will depend on the type of hospitality establishment and the amount of authority they have.

In some cases they could deal with the situation themselves, e.g. move the family to a better table if necessary. In other cases they should refer the problem to their supervisor.

If they feel they should refer the situation to their supervisor, ask what they think the supervisor should do.

Activity 31 Personal presentation checklist

Discuss each item and ask learners if they can see why each standard is important in hospitality businesses.

Have learners fill this form in individually – be sensitive and maintain confidentiality. Encourage learners to be honest with themselves and think of ways they can improve.

Activity 32 Posture

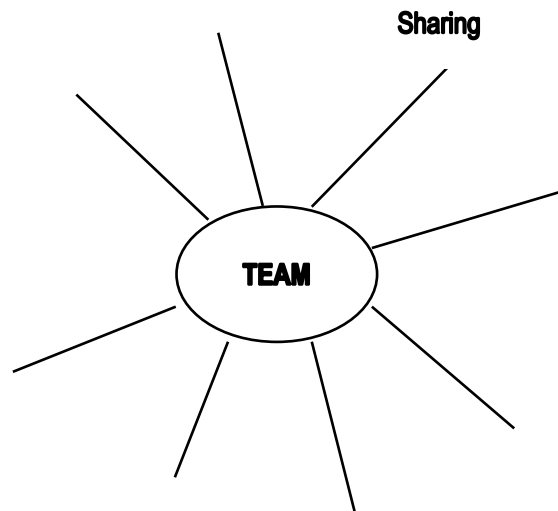
This is a general discussion. You could demonstrate the bad postures yourself for some light-hearted fun, or ask learners to demonstrate.

Activity 33 Being in a team

Encourage learners to think of formal and informal teams, particularly in their personal life. Words could be many and varied, e.g. trust, share, respect, loyalty, fun, friends.

One way to do point 4 is to draw a 'word rose' on the board. Write the word TEAM in the middle, with points coming out. Ask learners to come up to board and write up words they think of relating to the word TEAM.

Here is an example.



Activity 34 What teams are in your workplace?

This is a continuation of the previous activity, and some of the questions may already have been answered, so don't labour the point.

Make this a general discussion and make notes on board.

Activity 35 Are you a good team member?

This is an individual activity with individual responses. Be sensitive to people's responses.

However, you could ask learners if anyone wants to volunteer telling the rest of the group their responses, particularly in areas where they answered 'some of the time' or 'never'. If this happens, you could talk generally about how to improve.

Activity 36 *Being a good team member*

This will be a general discussion, bringing together all they have learnt about working in teams and cooperating with others. It may bring up ideas such as:

- negotiation
- compromise
- listening
- sharing ideas
- helping others
- cooperation
- supporting.

Activity 37 *A team activity*

Resources for this activity can be found in Appendix 9.

Choose a team activity that suits your group to help learners to think about being part of a team. It can be light hearted but with a serious purpose. Offering small prizes can make the activity fun. Avoid games that require close personal contact.

There are suggestions for a team activity in Appendix 9. It could be:

- a team game
- a problem solving activity
- a team to solve a real work issue.

The debrief

This is important to draw out what participants have learnt. Here are some questions you could use or adapt.

- How did you plan the activity?
- How did you make decisions about what to do? How did you divide up tasks?
- Did you support each other? How did you cooperate to get the job done?
- How did you handle differences of opinion?
- Did everyone participate? Did someone become the leader? Was this good or bad?
- What do you think went well?
- What would you do differently next time?

Activity 38 Who would you rather work with?

This is a general discussion about the types of people that are good to work with in a team.

You could also ask them to individually reflect on whether any of the statements apply to them – good or bad!

Activity 39 Your workplace meetings

Some meetings may be:

- daily meetings before work to get instructions for the day
- weekly staff meetings
- social meetings.

If the group as a whole feels they don't get a chance to give their opinions, you could suggest some strategies, such as:

- thinking about a statement or question before they speak
- asking if they can speak, such as 'Excuse me, can I say something?'
- talking to their supervisor out of the meeting to get some help or suggestions

Activity 40 How do you behave at meetings?

Although responses will be individual, learners may gain from doing this activity in pairs so they can talk about their responses, without having to share it with the whole group.

You could read out each item and learners can then tick the appropriate box, rather than have learners read them.

Activity 41 Make decisions and set priorities

Note that Jarnika doesn't have enough time to do everything, so learners need to discuss what she should leave out or could do more quickly.

Groups can share their ideas, and explain why they have put things in the order they suggest. They may want to change the order after a general group discussion.

Activity 42 Practise asking for assistance

This activity just gives learners an opportunity to practise asking for assistance.

In pairs, learners can think of the questions they will ask so they can get assistance, and how they will ask them. Then they can take it in turns practising asking the questions.

Monitor the questions as they are doing the task, to make sure they are worded clearly and politely.

Extension activity: If you want to extend the activity, give the learners time to choose one of the situations and write a small dialogue around it. They can practise the dialogue then act it out in front of the group if they feel confident.

Activity 43 Giving and responding to negative feedback

Resources for this activity can be found at Appendix 10.

Divide learners into groups of three. In each group there will be Person A, Person B and an observer. Give Person A and Person B time to read their cards. The observer could have a look at both of them.

As Person A and Person B do the role play, the observer will note what they think went well and what didn't. At the end, the observer will give some feedback, using all the communication skills they have learnt.

Learners will then change roles for Situations 2 and 3, so they all get a chance to be Person A, Person B and the observer.

Activity 44 Negotiating changes at work

Situation cards for this activity can be found at Appendix 11.

Divide group into pairs. Give a set of cards to the pair – one person is A, the other is B. They will take the appropriate card for Situation 1 and role play the situation. Give them time to read the cards first.

Then have learners swap roles, and do Situation 2.

Appendix 1 – Resources for Activity 8

<p>You are seated at a table and want to order another drink by table service</p>	<p>You want someone to bring you the menu</p>	<p>You are unhappy with the service or the food</p>
<p>You are standing at the bar and want to order another drink</p>	<p>You want someone to clean up a spill on your table</p>	<p>You want to get a high chair for your child</p>
<p>You are looking for the bathroom</p>	<p>You are sitting near the entry. A freezing wind blows in when people coming in and out leave the door open.</p>	<p>You feel the music is getting too loud.</p>
<p>You are getting ready to leave</p>	<p>You have finished your meal and are ready for the plates to be taken away.</p>	<p>You are being bothered by another patron's bad language at the bar.</p>

Appendix 2 – Resources for Activity 11

<p>Person A - Sender</p> <p>Talk about <i>something important</i> to person B for 2 minutes by the clock.</p>	<p>Person C - Sender</p> <p>Talk about <i>something important</i> to Person D for 2 minutes by the clock.</p>
<p>Person B - Receiver</p> <p>Don't speak to the speaker or touch them. Listen actively. Use your body language to show you are listening:</p> <ul style="list-style-type: none"> ▪ Sit facing Person A ▪ Use an open posture with your hands and arms and legs ▪ Lean slightly forward ▪ Maintain regular eye contact ▪ Use your facial expressions to show empathy e.g. smile or frown as appropriate ▪ Nod sometimes. 	<p>Person D - Receiver</p> <p>Don't speak to the speaker or touch them. Use your body language to show you are not listening:</p> <ul style="list-style-type: none"> ▪ Sit turned away from Person C ▪ Use a closed posture – cross your arms and legs ▪ Lean slightly away ▪ Avoid eye contact, look away from the speaker ▪ Don't nod ▪ Keep your facial expression neutral or slightly negative e.g. bored.

Appendix 3 – Resources for Activity 12

Situation 1 – Person A

You are a guest at a luxury hotel, and when you went to the room you found that the floor was not clean. You were very angry and rang the housekeeping department.

You are very upset because you are tired, and you were looking forward to relaxing in the room.

Situation 1 – Person B

You are head of the housekeeping department and receive an angry phone call from a guest, complaining about the room not being clean.

Summarise what the person has said, using one of the suggestions in your workbook.

Situation 2 – Person A

You are a guest at a hotel. You slept in and are worried that you might miss your flight. You are very anxious and don't know what to do.

You ring reception and tell them to organise a fast check-out and book a taxi. But you are too anxious to explain why you want this.

You are quite rude to the person at reception.

Situation 2 – Person B

You work at reception. A guest rings wanting a fast check-out and a taxi. But he is very agitated and you have trouble working out what he wants and why.

Summarise what the person has said, using one of the suggestions in your workbook.

Appendix 4 – Resources for Activity 16

Situation 1 – Person A

You are a guest at a hotel. You are very upset because you found a mouse in your room. You are crying and shaking because you are really scared of mice. You want to change rooms because you think it means the room is dirty.

Complain to the housekeeping staff member who happens to be passing your room at the time.

Situation 1 – Person B

You are a member of the housekeeping team at a hotel, and as you are passing a room a person rushes out, crying.

Use questioning, active listening and summarising to find out what is wrong. Try to calm the person down, and say you will find the head housekeeper to help the guest.

Situation 2 – Person A

You are new to the job as a member of the housekeeping team at a hotel, and are having problems with the vacuum cleaner. It is making you mad because you have been shown how to do it but find it too complicated.

You don't want anyone to know you don't know how to use it because you are afraid you might lose your job.

Situation 2 – Person B

You are a member of the housekeeping team at a hotel. You notice a new cleaner is having trouble with the vacuum cleaner. She obviously doesn't want to ask anyone for help but you can see she is getting angry.

Use active listening and questioning to try to help her.

Appendix 5 – Resources for Activity 17

Learner name: _____

Culture: _____

Greetings, farewells, forms of address	
Use of pleasantries i.e. please, thank you	
Non-verbal communication	
Dress code	
Religious values	
Relationships between men and women	
Other	

Appendix 6 – Resources for Activity 18

Situation 1 – Person A: Head housekeeper.

Jo, will you help Mary with cleaning the rooms? Some haven't been done yet.

The guests will be arriving soon and we promised them that the rooms would be ready. But Mary got held up with a very dirty room.

You'll need to stop vacuuming the corridor while you help Mary.

Situation 1 – Person B: Jo, member of the housekeeping team

The head housekeeper has given you some instructions.

Ask questions so that you understand exactly what you have to do.

Situation 2 – Person A: Guest at a hotel

Porter, will you take my bags up to my room?

And I'll need a taxi to take me to a meeting.

Can you also get me some fruit and put it in my room? And make sure there is champagne in the fridge.

Situation 2 – Person B: Porter at a hotel

A guest has asked you to do some things for him.

Ask questions so that you understand exactly what you have to do.

Appendix 7 – Resources for Activity 23

Message form

Attention: _____	
From: _____	
Of: _____	
<input type="checkbox"/> TELEPHONED	<input type="checkbox"/> PLEASE PHONE
<input type="checkbox"/> CALLED TO SEE YOU	<input type="checkbox"/> WILL CALL AGAIN
<input type="checkbox"/> WANTS TO SEE YOU	<input type="checkbox"/> URGENT
Phone No: _____	Date: _____
Message: _____	

Taken by: _____	

Scripts for telephone conversation

Telephone conversation 1: Person A – Receptionist

You are a receptionist at Oasis Resort.

As you get the information from the caller, complete the Telephone Message Form.
If you don't hear any information correctly, ask the caller to repeat it.

Receptionist: Good morning, Oasis Resort, how may I help you?

Caller:

Receptionist: Certainly, can you tell me what you have lost.

Caller:

Receptionist: What room were you staying in?

Caller:

Receptionist: And can you tell me what the coat looks like?

Caller:

Receptionist: I'll ask our head housekeeper if it's been found and will get back to you. Can I have your telephone number? Also, if we find it I can post it to you if you give me your address.

Caller:

Receptionist: I'll ring you as soon as I have some information.

Caller:

Receptionist: Goodbye Ms Biletto.

Telephone conversation 1: Person B – Caller

You are ringing the Oasis Resort enquiring about some lost property.

Give the information to the receptionist. You may be asked to repeat some information.

Receptionist:

Caller: Hello, this is Miranda Biletto. I'd like to enquire about some lost property.

Receptionist:

Caller: I stayed in your hotel last night, and left my coat in the wardrobe.

Receptionist:

Caller: Room 203.

Receptionist:

Caller: It's a blue woollen coat with gold buttons. I hope you've found it.

Receptionist:

Caller: Thanks, that would be wonderful. My number is 0410 673 456. You could post it to my work, Fashion Consultancy, 23 Main Street, Melbourne, Victoria, 3000. I will of course pay the postage.

Receptionist:

Caller: I look forward to hearing from you.

Telephone conversation 2: Person A – Receptionist

You are a receptionist at Oasis Resort. Someone rings to leave a message. As you get the information from the caller complete the Telephone Message Form. If you don't hear any information correctly, ask the caller to repeat it.

Receptionist: Good morning, Oasis Resort, how may I help you?

Caller:

Receptionist: If you give me the message I can pass it onto Jim, the team leader of the department.

Caller:

Receptionist: Do you know when the order should arrive?

Caller:

Receptionist: OK, I'll pass the message onto Jim. Can I have your telephone number in case Jim wants to ring you?

Caller:

Receptionist: Thanks for letting us know. Goodbye Mr Hancock.

Caller:

Telephone conversation 2: Person B – Caller

You ring Oasis Resort to give them a message about a delivery which has been delayed. Give the information to the receptionist. You may be asked to repeat some information.

Receptionist:

Caller: This is Brad Hancock from Wilsons Hardware speaking. I need to leave a message for the Maintenance Department.

Receptionist:

Caller: Thanks. He ordered some fly wire screening for the windows of the cabins. Unfortunately the order has been delayed because of a hold up at the manufacturers. They had a fire so they're behind schedule.

Receptionist:

Caller: Yes, we expect to get it in by next Friday, and we'll deliver it as soon as it arrives.

Receptionist:

Caller: Yes, it's 9834 6729 or he can get me on my mobile on 0499 367 098.

Receptionist:

Caller: Goodbye.

Appendix 8 – Resources for Activity 24

Hospitality employee cards

**Receptionist is in a motel busy doing the monthly accounts.
Customer A comes in and wants to check out.**

1. Greet the customer. Use open body language and smile.
'Good afternoon, what can I do for you sir/ ma'am?'
2. Listen actively to their request.
3. Tell the customer clearly whether you can meet the request.
'I'll just save this document and then I'll be right with you.'
4. Watch their body language. Are they happy or unhappy?
If they are unhappy:
 - Apologise – *'I'm sorry I wasn't faster, sir/ ma'am.'*
 - Finish the conversation – *'Is there anything else I can help you with?'*
 - Thank the customer.

Waitperson in a café.

Customer B comes in with a small child.

1. Greet the customer. Use open body language and smile.
Good afternoon, what can I do for you sir/ ma'am?
2. Listen actively to their request.
3. Tell the customer clearly whether you can meet the request.
'Unfortunately our café doesn't have a highchair.'
4. Watch their body language. Are they happy or unhappy?
If they are unhappy:
 - Apologise – *'I'm sorry we couldn't meet your request, sir/ ma'am.'*
 - Recommend an alternative – *'You could try the café over the road – they have a sandpit too.'*
 - Finish the conversation – *'Is there anything else I can help you with?'*
 - Thank the customer.

Waitperson in a busy restaurant.

Customer C looks in a hurry.

1. Greet the customer. Use open body language and smile.
'Good afternoon, what can I do for you sir/ ma'am?'
2. Listen actively to their request.
3. Tell the customer clearly whether you can meet the request.
'Unfortunately there are several orders ahead of you in the kitchen, but I can recommend a meal which is quick to prepare.'
4. Watch their body language. Are they happy or unhappy?
If they are unhappy:
 - Assure them of your attention – *'I will oversee your order personally, sir/ ma'am.'*
 - Finish the conversation – *'Is there anything else I can help you with?'*
 - Thank the customer.

**Barperson alone in a quiet bar, stacking the glasswasher.
Customer D comes in.**

1. Greet the customer. Use open body language and smile.
'Good afternoon. What can I do for you sir/ ma'am?'

2. Listen actively to their request.

3. Tell the customer clearly whether you can meet the request.
'I just need to finish stacking the dishwasher so I can wash my hands before I serve you.'

4. Watch their body language. Are they happy or unhappy?
If they are unhappy:
 - Apologise – *'I'm sorry you're not happy, sir/ ma'am.'*
 - Recommend what else they could do – *'Would you like to see the manager?'*
 - Finish the conversation – *'Is there anything else I can help you with?'*
 - Thank the customer.

Customer cards

<p>Customer A</p> <p>You are standing at reception in a motel and there are no other customers about. The receptionist is typing at her computer. You want to check out and you expect to be served immediately.</p> <p>Make your request.</p> <p>Use your body language to show that you are in a hurry.</p>	<p>Customer B</p> <p>You are in a café with a small child and you ask the waitperson for a highchair.</p> <p>Make your request.</p> <p>Use your body language to show that you are a bit stressed.</p>
<p>Customer C</p> <p>You are ordering lunch in a restaurant. You want to be served quickly as you have to go to a meeting in 45 minutes.</p> <p>Make your request.</p> <p>Use your body language to show that you are in a hurry.</p>	<p>Customer D</p> <p>You are standing at the bar waiting to be served. The barperson is stacking the glasswasher. You want them to stop what they are doing and serve you.</p> <p>Make your request.</p> <p>Use your body language to show that you are impatient.</p>

Appendix 9 – Resources for Activity 37

1. Team scavenger hunt

In your team, collect as many of the things shown below as you can. Some are items that you will need to collect, and some are information. If it is labelled 'item' you must produce the item and put it on your table, and also write the item collected in the space provided. You can change this to allow for the types of things the learners might find in and around the training area.

2. Team construction activity

In this team activity, groups will be given some material and a timeframe to construct an item. There are endless variations using whatever resources you have on hand.

Some suggestions:

Bring in a stack of old newspapers and stick tape or pins. Ask the team to build the highest structure they can in the time given. It must remain standing.

Bring in a number of items and ask the group to send a representative to select an item, taking it in turns until all the items are re-distributed. They will all have different items. It could be: paper, paper clips, index cards, rubber bands, masking tape, sticky tape, pins, straws, pipe cleaners or scissors. Then ask them to construct a bridge that can hold a light item such as a raw egg.

3. Some websites with ideas

<<http://www.innovativeteambuilding.co.uk/free-communication-team-games.htm>>

<<http://wilderdom.com/games/InitiativeGames.html>>

<<http://www.youthwork-practice.com/games/cooperation-games.html>>

<<http://youthgroupgames.com.au/category/3/team-work/>>

<<http://www.learningforlife.org/exploring-resources/99-720/x09.pdf>>

SCAVENGER HUNT		
Item/Information to collect	Write item collected or information in this column	Points
Something soft (item)		10
Someone who has a birthday in March (information)		20
A red object (item)		10
A living thing (item)		30
Something rough (item)		10
The number of chairs in the room (information)		10
Something that you could use when you are cold (information)		10
Something that has straight sides (item)		10
Something useful (item)		20
Something that makes a noise (item)		30
A person who is wearing pink (information)		20
The length of your desk (information)		20
A person who plays football (information)		20
A famous movie star (information)		10
A tourist brochure		20
	Total number of points	

Appendix 10 – Resources for Activity 43

Situation 1: Person A

Your workmate is always late and you often have to cover for him so he doesn't get into trouble. Also, it makes your work harder as you have to do some of his work as well.

Situation 1: Person B

You have trouble getting out of bed in the morning, so are often late for work. Your workmate is mad at you.

Situation 2: Person A

The upstairs rooms are harder to clean because you have to move the cleaning trolley in the lift, and it takes time.

Your workmate always takes the downstairs rooms to clean, so is able to do the job more quickly and sit down for a rest while you are still cleaning.

Situation 2: Person B

The upstairs rooms are harder to clean because you have to move the cleaning trolley in the lift, and it takes time.

You have sore knees from playing basketball, and try to rest as much as you can. You always try to take the downstairs rooms to clean so you can do the job more quickly and sit down for a rest while. You hope nobody notices.

Situation 3: Person A

You have a new workmate who never listens to instructions from you. This means she often does things incorrectly which makes your work harder.

Yesterday you showed her how to use the polishing machine, but she was obviously thinking of something else. Today when she tried to use it she scratched the floor.

Situation 3: Person B

You are new at this job, and find there is a lot to remember. People seem to always be in a hurry and don't spend much time explaining things to you.

Yesterday you scratched the floor using the polishing machine because you had forgotten how to use it properly.

Appendix 11 – Resources for Activity 44

Situation 1: Person A

You and a workmate both want to take your holidays over the Christmas period. Your manager needs one of you to change dates because she can't manage with two of you away at the same time.

You have school aged children and nobody to look after them.

Situation 1: Person B

You and a workmate both want to take your holidays over the Christmas period. Your manager needs one of you to change dates because she can't manage with two of you away at the same time.

You don't have school-aged children but you have booked a holiday during the school holidays. You're not sure if you can change the dates of the holiday.

Situation 2: Person A

You are enjoying your job as a porter, but would like to learn more skills so you can work at the reception desk. You have been with the hotel for a year now, and are starting to feel a bit bored.

You ask your supervisor for advice about training available and the possibility of advancement.

Situation 2: Person B

A porter who has been working for you for a year has told you that he wants to train to work at the reception desk. He wants to know the possibilities of moving to reception.

You know that he is a good worker, but you also know that the people at reception are very happy with their jobs and not likely to want to leave soon.