



# Communicate in English on the telephone

D1.LAN.CL10.04

Assessor Manual





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**Assessor Manual**



William  
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Specialist centre  
for foods, tourism  
& hospitality

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# Competency Based Assessment (CBA) – An introduction for assessors

Assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency.

## **Suggested Assessment Methods**

For each unit of competency a number of assessment tools have been identified including:

- Work Projects
- Oral Questions
- Written Questions
- Third Party Statements
- Observation Checklists.

Instructions and Evidence Recording Sheets have been identified in this Assessment Manual for use by Assessors.

## **Alternative Assessment Methods**

Whilst the above mentioned assessment methods are suggested assessment methods, the assessor may use an alternate method of assessment taking into account:

- a) The nature of the unit
- b) The strengths of participants
- c) The number of participants in the class
- d) Time required to complete assessments
- e) Time dedicated to assessment
- f) Equipment and resources required.

Alternate assessment methods include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals/slides/audio tapes
- Case studies
- Log books
- Projects and Role plays

- Group projects
- Recognition of Prior Learning.

Whilst there is no specific instruction or evidence collection documents for all the alternative assessment methods, assessors can record competency in the 'Other' section within the 'Competency Recording Sheet'.

### **Selection of Assessment Methods**

Each assessor will determine the combination of Assessment Methods to be used to determine Competency for each Competency Unit on a student by student basis.

'Sufficient' evidence to support the 'Competent'/'Not Yet Competent' decision must be captured.

In practice this means a minimum of two - three Assessment Methods for each candidate for each Competency Element is suggested.

At least one method should provide evidence of practical demonstration of competence.

The following assessment methods deemed to provide evidence of practical demonstration of competence include:

- Practical Work Projects
- Third Party Statement
- Observation Checklist.

### **Assessing Competency**

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency, an assessor has two possible results that can be awarded:

- 'Pass Competent' (PC)
- 'Not Yet Competent' (NYC).

#### *Pass Competent (PC)*

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as 'Pass Competent' (PC).

The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

#### *Not Yet Competent' (NYC)*

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be 'Not Yet Competent' (NYC).

This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards.

The participant may be required to:

- a) Undertake further training or instruction
- b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.



## Regional Qualifications Framework and Skills Recognition System

The 'Regional Qualifications Framework and Skills Recognition System', also known as the 'RQFSRS' is the overriding educational framework for the ASEAN region.

The purpose of this framework is to provide:

- A standardised teaching and assessment framework
- Mutual recognition of participant achievement across the ASEAN region. This includes achievement in individual Units of Competency or qualifications as a whole.

The role of the 'RQFSRS' is to provide, ensure and maintain 'quality assurance' across all countries and educational providers across the ASEAN region.

## Recognition of Prior Learning

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

This process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)
- Skills auditing
- Gap analysis and training
- Credit transfer.

## Code of practice for assessors

This Code of Practice provides:

- Assessors with direction on the standard of practice expected of them
- Candidates with assurance of the standards of practice expected of assessors
- Employers with assurance of the standards maintained in the conduct of assessment.

The Code detailed below is based on the International Code of Ethics and Practice (The National Council for Measurement in Education [NCME]).

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary
- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes
- The rights of the candidate are protected during and after the assessment
- Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes
- The candidate is made aware of rights and process of appeal
- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- Assessment decisions are based on available evidence that can be produced and verified by another assessor
- Assessments are conducted within the boundaries of the assessment system policies and procedures

- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures
- The candidate is informed of all assessment reporting processes prior to the assessment
- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment
- Confidentiality is maintained regarding assessment results
- The assessment results are used consistently with the purposes explained to the candidate
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

## **Instructions and checklist for assessors**

### **Instructions**

#### General instructions for the assessment

- Assessment should be conducted at a scheduled time that has been notified to the candidate
- Facilitators must ensure participants are made aware of the need to complete assessments and attend assessment sessions
- If a participant is unable to attend a scheduled session, they must make arrangements with the Assessor to undertake the assessment at an alternative time
- At the end of the assessment the Assessor must give feedback and advise the participant on their C/NYC status
- Complete the relevant documentation and submit to the appropriate department.

#### *Preparation*

- Gain familiarity with the Unit of Competency, Elements of Competency and the Performance Criteria expected
- Study details assessment documentation and requirements
- Brief candidate regarding all assessment criteria and requirements.

#### *Briefing Checklist*

- Begin the assessment by implementing the following checklist and then invite the candidate to proceed with assessment.

**Checklist for Assessors**

<b>Prior to the assessment I have:</b>	<b>Tick (✓)</b>	<b>Remarks</b>
Ensured the candidate is informed about the venue and schedule of assessment.		
Received current copies of the performance criteria to be assessed, assessment plan, evidence gathering plan, assessment checklist, appeal form and the company's standard operating procedures (SOP).		
Reviewed the performance criteria and evidence plan to ensure I clearly understood the instructions and the requirements of the assessment process.		
Identified and accommodated any special needs of the candidate.		
Checked the set-up and resources for the assessment.		
<b>During the assessment I have:</b>		
Introduced myself and confirmed identities of candidates.		
Put candidates at ease by being friendly and helpful.		
Explained to candidates the purpose, context and benefits of the assessment.		
Ensured candidates understood the assessment process and all attendant procedures.		
Provided candidates with an overview of performance criteria to be assessed.		
Explained the results reporting procedure.		
Encouraged candidates to seek clarifications if in doubt.		
Asked candidates for feedback on the assessment.		
Explained legal, safety and ethical issues, if applicable.		
<b>After the assessment I have:</b>		
Ensured candidate is given constructive feedback.		
Completed and signed the assessment record.		
Thanked candidate for participating in the assessment.		

## Instructions for recording competency

### Specifications for Recording Competency

The following specifications apply to the preparation of Evidence Gathering Plans:

- A Competency Recording Sheet must be prepared for each candidate to ensure and demonstrate all Performance Criteria and Competency Elements are appropriately assessed. This Sheet indicates how the Assessor will gather evidence during their assessment of each candidate
- This Competency Recording Sheet is located at the end of the Assessment Plan
- It is the overriding document to record competency
- Assessor may vary the Competency Recording Sheet to accommodate practical and individual candidate and/or workplace needs
- Assessor must place a tick (✓) in the 'Assessment Method' columns to identify the methods of assessment to be used for each candidate
- Multiple Competency Elements/Performance Criteria may be assessed at the one time, where appropriate
- The assessor and participant should sign and date the Competency Recording Sheet, when all forms of evidence and assessment have been completed
- The assessor may provide and feedback or clarify questions which the participant may have in regards to the assessment grade or findings
- All documents used to capture evidence must be retained, and attached to the Competency Recording Sheet for each candidate for each Competency Unit.

## Instructions for different assessment methods

### Specifications for Work Project Assessment

These guidelines concern the use of work projects.

The work projects identified in the Training Manuals involve a range of tasks, to be performed at the discretion of the Assessor.

Work project tasks can be completed through any form of assessment as identified in the Trainer and Trainee Manuals and stated at the start of this section.

Assessors should follow these guidelines:

- Review the Work Projects at the end of each 'Element of Competency' in the Trainee Manual to ensure you understand the content and what is expected
- Prepare sufficient resources for the completion of work activities including:
  - Time – whether in scheduled delivery hours or suggested time participants to spend outside of class hours
  - Resources – this may involve technical equipment, computer, internet access, stationery and other supplementary materials and documents
- Prepare assessment location (if done in class) making it conducive to assessment
- Explain Work Projects assessment to candidate, at the start of each Element of Competency. This ensures that participants are aware of what is expected and can collate information as delivery takes place.

- Assessors can use the following phrase as a guide (where an 'X' is identified, please input appropriate information):
 

“At the end of each Element of Competency there are Work Projects which must be completed. These projects require different tasks that must be completed.

These work projects are part of the formal assessment for the unit of competency titled X.

  - You are required to complete these activities:
    - a) *Using the 'X' method of assessment.*
    - b) *At 'X' location*
    - c) *You will have 'X time period' for this assessment.*
  - You are required to compile information in a format that you feel is appropriate to the assessment.
  - Do you have any questions about this assessment?”
- Commence Work Project assessment:
- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions.
- Participants complete work projects in the most appropriate format
- Participants must submit Work Project evidence to the assessor before the scheduled due date
- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard.
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

### Specifications for Oral Question Assessment

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

- Prepare Assessment Record for Oral Questioning. One record for each candidate:
  - Enter Student name
  - Enter Assessor name
  - Enter Location
- Familiarise self with Questions to be asked
- Prepare assessment location (table and chairs) making it conducive to assessment
- Explain Oral Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):
 

“*These oral questions are part of the formal assessment for the unit of competency titled X.*

*There are X questions and you are required to answer all of them to the best of your ability and I will record whether or not you have answered correctly.*

*We have 60 minutes for this assessment.*

- I will give you feedback at the end of the assessment.
- Do you have any questions about this assessment?”
- Commence Oral Questioning assessment:
- Complete Assessment Record for the Oral Questioning by:
  - Ticking C or NYC, as appropriate
  - Entering ‘Remarks’ as required
  - Completing Oral Questioning within 60 minutes
- Complete Oral Questioning and provide feedback to candidate
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

### Specifications for Written Question Assessment

These guidelines concern the use of written questioning.

Assessors should follow these guidelines.

- Familiarise self with Questions and Answers provided.
- Print and distribute copies of ‘Written Questions’ for participants. Ideally this should take place with adequate time for participants to answer all questions before the expected due date.
- Explain Written Questioning assessment to candidate, using the following phrase as a guide (where a ‘X’ is identified, please input appropriate information):

“These written questions are part of the formal assessment for the unit of competency titled X.

There are X questions and you are required to answer all of them to the best of your ability.

You may refer to your subject materials, however where possible try to utilise your existing knowledge when answering questions.

Where you are unsure of questions, please ask the Assessor for further instruction. This may be answering the question orally or asking the assessor to redefine the question.

We have X time for this assessment.

- The due date for completion of this assessment is X
- On this date you must forward the completed questions to the assessor by X time on the date of X
- Do you have any questions about this assessment?”
- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions.
- Participants may record written answers (where possible)
- Participants must submit the written answers to the assessor before the scheduled due date
- Assessor must assess the participant’s written answers against the model answers provided as a guide, or their own understanding. The assessor can determine if the participant has answered the questions to a ‘competent’ standard.

- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

### **Specifications for Observation Checklist**

These specifications apply to the use of the Observation Checklist in determining competency for candidates.

Only an approved assessor is authorised to complete the Observation Checklist.

The assessor is required to observe the participant, ideally in a simulated environment or their practical workplace setting and record their performance (or otherwise) of the competencies listed on the Observation Checklist for the Competency Unit.

To complete the Observation Checklist the Assessor must:

- Insert name of candidate
- Insert assessor name
- Insert identify of location where observations are being undertaken
- Insert date/s of observations – may be single date or multiple dates
- Place a tick in either the 'Yes' or 'No' box for each listed Performance Criteria to indicate the candidate has demonstrated/not demonstrated that skill
- Provide written (and verbal) feedback to candidate – as/if appropriate
- Sign and date the form
- Present form to candidate for them to sign and date
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Observation Checklist.

This source of evidence combines with other forms of assessment to assist in determining the 'Competent' or 'Not Yet Competent' decision for the participant.

### **Specifications for Third Party Statement**

These specifications relate to the use of a relevant workplace person to assist in determining competency for candidates.

The Third Party Statement is to be supplied by the assessor to a person in the workplace who supervises and/or works closely with the participant.

This may be their Supervisor, the venue manager, the Department Manager or similar.

The Third Party Statement asks the Supervisor to record what they believe to be the competencies of the participant based on their workplace experience of the participant. This experience may be gained through observation of their workplace performance, feedback from others, inspection of candidate's work etc.

A meeting must take place between the Assessor and the Third Party to explain and demonstrate the use of the Third Party Statement.

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name
- Insert name and contact details of the Third Party
- Tick the box to indicate the relationship of the Third Party to the candidate

- Present the partially completed form to the Third Party for them to finalise
- Collect the completed form from the Third Party
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:
  - Competent = Yes
  - Not Yet Competent = No
  - Unsure about whether candidate is competent or not = Not Sure
- Meet briefly with the assessor to discuss and/or clarify the form.

This source of evidence combines with other forms of assessment to assist in determining the 'Competent' or 'Not Yet Competent' decision for the candidate.

A separate Third Party Statement is required for each Competency Unit undertaken by the candidate.



## Competency Standard

<b>UNIT TITLE:</b> COMMUNICATE IN ENGLISH ON THE TELEPHONE		<b>NOMINAL HOURS:</b> 60
<b>UNIT NUMBER:</b>	D1.LAN.CL10.04	
<b>UNIT DESCRIPTOR:</b> This unit deals with the skills and knowledge required to communicate effectively by telephone in a range of settings within the hotel and travel industries.		
<b>ELEMENTS AND PERFORMANCE CRITERIA</b>	<b>UNIT VARIABLE AND ASSESSMENT GUIDE</b>	
<p><b>Element 1: Take general enquiries by phone</b></p> <p>1.1 Answer phone within <i>stipulated number of rings</i></p> <p>1.2 Give appropriate greeting for the time of day</p> <p>1.3 State own name and/or company name</p> <p>1.4 Use clear diction</p> <p>1.5 Establish nature of enquiry</p> <p>1.6 Ask questions to establish customer's needs</p> <p><b>Element 2: Respond to customer requests or orders</b></p> <p>2.1 Confirm customer's <i>requests or orders</i></p> <p>2.2 Check availability of <i>bookings</i>, if applicable</p> <p>2.3 Note <i>customer's details</i> and ask customer to spell name and address, if appropriate</p> <p>2.4 Reconfirm details of bookings, requests or orders</p>	<p><b>Unit Variables</b></p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.</p> <p>This unit applies to communicating in English by telephone in a range of settings within the labour divisions of the hotel and travel industries and may include:</p> <ol style="list-style-type: none"> <li>1. Front Office</li> <li>2. Housekeeping</li> <li>3. Food and Beverage Service</li> <li>4. Food Production</li> <li>5. Travel Agencies</li> <li>6. Tour Operation</li> </ol> <p><i>Stipulated number of rings</i> refers to:</p> <ul style="list-style-type: none"> <li>• The enterprise standards pertaining to the accepted number of times that the phone may ring before it is answered</li> <li>• Commonly four rings is the accepted number of times.</li> </ul>	

**2.5** Thank the customer and say goodbye politely

**Element 3: Make calls to place orders**

**3.1** Identify self and state purpose of the call

**3.2** Enquire about availability, delivery times and dates and costs, as appropriate

**3.3** Agree to terms and conditions

**3.4** Thank the supplier and say goodbye politely

**Element 4: Handle customer complaints**

**4.1** Listen to the nature of the complaint

**4.2** Acknowledge details of the complaint

**4.3** *Respond to the complaint* explaining the process to be taken to deal with it and obtain the customer's agreement to the process

**4.4** Take action within parameters of job role to resolve the complaint

**4.5** Refer the complaint to a supervisor if necessary

**4.6** Follow up by completing all necessary paper work

**Element 5: Make complaints**

**5.1** Identify self and reason for calling

**5.2** State facts about a problem or situation

**5.3** State calmly how the problem or situation may be resolved

*Requests* may include:

- Bookings
- Extra services e.g. Babysitting, early morning wakeup calls
- General enquiries e.g. Bank opening times, directions.

*Orders* may include:

- Food and beverage supplies
- Office supplies
- Promotional supplies
- Cleaning supplies.

*Bookings* may include:

- Restaurant bookings
- Room bookings
- Travel and sightseeing tour bookings
- Taxi bookings.

*Customer's details* may include:

- Name contact number(s) and address
- Time and date of booking
- Any special requests.

*Respond to the complaint* may include:

- Taking and recording details of the caller to enable calls to be returned
- Providing an apology when a mistake has been made

- Staying calm and polite even if the caller is angry and abusive
- Sympathizing and advising the complainant that the matter will be reviewed and a resolution to the problem will be provided.

*Process refers to:*

- The enterprise's policies and procedures for dealing with complaints and the most common processes may include:
  - Referring the complaint to a supervisor for review and to obtain an answer on how to resolve the complaint
  - To record the complaint and use this information to improve service delivery consistent with achieving enterprise strategic objectives
- The manner in which a complaint is reviewed and the way information is recorded needs to be consistent
- Recorded information needs to be detailed, simple and easy to monitor.

#### **Assessment Guide**

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

- Knowledge of the enterprise's telephone answering policies and procedures
- Ability to answer the telephone in a pleasant manner
- Ability to identify the needs of the caller
- Ability to take caller's details
- Ability to confirm bookings, requests and/or orders
- Ability to respond appropriately to difficult customers
- Ability to ask pertinent questions
- Ability to end a telephone call politely
- Ability to state the purpose of a call, e.g. placing orders, handling or making a complaint.

**Linkages To Other Units**

- Communicate on the telephone
- Converse in English at a basic operational level
- Facilitate out-going phone calls
- Maintain quality customer/guest service
- Provide accommodation reception services
- Read and write English at a basic operational level
- Receive and place in-coming phone calls
- Respond to instructions given in English
- Start conversations and develop good relations with guests
- Use common business tools and technology
- Use oral English to convey a complex exchange of ideas
- Write a short message in English.

**Critical Aspects of Assessment**

Evidence of the following is essential:

- understanding of the standard way enterprises expect a telephone to be answered in the workplace
- Demonstrated ability to use appropriate telephone etiquette
- Demonstrated ability to ask for caller's details
- Demonstrated ability to identify the needs of a caller
- Demonstrated ability to confirm bookings, requests and/or orders
- Demonstrated ability to place orders over the phone

- Demonstrated ability to handle difficult customers over the phone
- Demonstrated ability to make complaints over the phone
- Demonstrated ability to use clear diction and polite expressions.

#### **Context of Assessment**

Assessment must ensure:

- Actual or simulated workplace application of telephone skills for incoming calls
- Actual or simulated workplace application of telephone skills for outgoing calls.

#### **Resource Implications**

Training and assessment must ensure there is access to telephones/telecommunication equipment within a real or simulated workplace environment, suitably qualified English as a second language (ESL) teachers; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

#### **Assessment Methods**

The following methods may be used to assess competency for this unit:

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

#### **Key Competencies in this Unit**

*Level 1 = competence to undertake tasks effectively*

*Level 2 = competence to manage tasks*

*Level 3 = competence to use concepts for evaluating and reshaping tasks*

	<b>Key Competencies</b>	<b>Level</b>	<b>Examples</b>
	Collecting, organizing and analysing information	2	Respond to customer complaints in an informed manner; compare prices from suppliers before placing orders
	Communicating ideas and information	2	Deal with difficult customers
	Planning and organizing activities	2	Prioritize actions
	Working with others and in teams	1	Refer difficult customers to supervisor if necessary; inform other staff members of the solutions offered to customer to redress problems
	Using mathematical ideas and techniques	2	Offer discounts or refunds as appropriate
	Solving problems	2	Offer solutions to resolve complaints
	Using technology	2	Input data to record nature of complaint and action taken

## Oral Questions

<b>Student name</b>	
<b>Assessor name</b>	
<b>Location/venue</b>	
<b>Unit of competency</b>	Communicate in English on the telephone D1.LAN.CL10.04
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Ask student questions from the attached list to confirm knowledge, as necessary</li> <li>2. Place tick in boxes to reflect student achievement (Competent 'C' or Not Yet Competent 'NYC')</li> <li>3. Write short-form student answer in the space provided for each question.</li> </ol>

Questions	Response	
	C	NYC
1. Why is it important to answer an incoming call within the number of rings stipulated by the business (the 'ring limit')?	<input type="checkbox"/>	<input type="checkbox"/>
2. What greeting would you use when answering the phone in your workplace at 10:00AM?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
3. Why is it useful or important to state your name and the name of the business when you answer a workplace phone?	<input type="checkbox"/>	<input type="checkbox"/>
4. What is 'diction' and why is it important to use clear diction when speaking on the telephone?	<input type="checkbox"/>	<input type="checkbox"/>
5. How might you establish the nature of a call, and why is this important?	<input type="checkbox"/>	<input type="checkbox"/>



Questions	Response	
	C	NYC
6. How can you determine the needs of a caller when speaking to them on the telephone?	<input type="checkbox"/>	<input type="checkbox"/>
7. Why is it important to verify a caller's request when dealing with them on the telephone?	<input type="checkbox"/>	<input type="checkbox"/>
8. You have decided to place a call 'on hold' while you check to see if a reservation the caller has asked for is available: tell me what you would say to the caller in this situation?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
9. A caller has told you that her name is 'Miss Alana Maguire': what will you say to ensure you spell this name correctly?	<input type="checkbox"/>	<input type="checkbox"/>
10. A caller has asked for a booking on April 7th: why is it standard procedure for you to confirm the booking by repeating not only the date back to the caller but also identifying the day of the week on which April 7th falls?	<input type="checkbox"/>	<input type="checkbox"/>
11. Give me an example of what you would say when terminating a phone call from a caller who has just reserved a table for a meal at your venue, tonight.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
12. You have been asked to telephone a supplier and order stationery items: give me an example of what you would say when the other party answers the phone.	<input type="checkbox"/>	<input type="checkbox"/>
13. You have been asked to order soft drinks for the business and they must be delivered by 3:00PM today: what would you say to the supplier to advise them of this?	<input type="checkbox"/>	<input type="checkbox"/>
14. In relation to an order placed with a supplier, what are 'terms and conditions'?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
15. Demonstrate how you would terminate a call to a supplier following the placing of an order with them.	<input type="checkbox"/>	<input type="checkbox"/>
16. Why is it important to listen to the nature of a complaint before attempting to resolve it?	<input type="checkbox"/>	<input type="checkbox"/>
17. When handling a telephone complaint, how can you acknowledge the complaint being made by the caller?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
18. How should you respond to an angry telephone caller who is making a complaint?	<input type="checkbox"/>	<input type="checkbox"/>
19. What is meant by your 'scope of authority' to resolve a complaint received from a caller?	<input type="checkbox"/>	<input type="checkbox"/>
20. Describe how you might refer to your supervisor a telephone call where the caller is making a complaint you are unable to effectively resolve.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
21. What details may need to be recorded when following up on a complaint received over the telephone?	<input type="checkbox"/>	<input type="checkbox"/>
22. You have been asked to ring a supplier and complain about the poor quality of meat delivered to your venue: how would you do this – what would you say?	<input type="checkbox"/>	<input type="checkbox"/>
23. Why is it important to include facts about a problem or situation when lodging a complaint with another business?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
24. Why is it useful for you to state, when making a complaint to a supplier, how the situation or problem may be resolved?	<input type="checkbox"/>	<input type="checkbox"/>





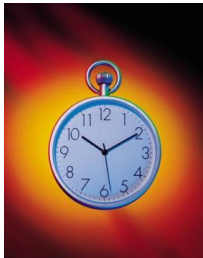
# Written Questions

## Communicate in English on the telephone – D1.LAN.CL10.04

Student Name: \_\_\_\_\_

Answer all the following questions and submit to your Trainer.

1. How many rings are acceptable when answering the phone? Choose the best answer.
  - a. 1 ring
  - b. 2 rings
  - c. less than 4 rings
  - d. 5 to 8 rings
  
2. How would you greet someone at 3pm?
  - a. good morning
  - b. good evening
  - c. good night
  - d. good afternoon
  
3. What time is it? Write your answer in the space provided.



\_\_\_\_\_

4. Rewrite the sentence in the correct order.  
may How help I you?

\_\_\_\_\_

5. Rewrite the sentence in the correct order.  
I be may of How assistance?

\_\_\_\_\_

6. Choose the best response for the request.

I would like to change my ticket to first class, please.

- a. Yes, of course sir. I'll send it for you now.
  - b. I'm very sorry sir, there are no more seats available but I can change your ticket to business class.
  - c. Really?
  - d. Your taxi is here.
7. Choose the correct word to complete the sentence.

May I \_\_\_\_\_ your order, madam?

- a. say
  - b. talk
  - c. listen
  - d. repeat
8. Choose the correct date.

The eleventh of September two thousand and twelve:

- a. 11/09/2012
  - b. 10/10/2012
  - c. 11/10/2012
  - d. 12/12/12
9. Complete the sentence with the correct word.

I would like \_\_\_\_\_ bread, please.

- a. a
  - b. two
  - c. some
  - d. it
10. Complete the sentence with the correct word.

Two red wines and \_\_\_\_\_ glass of orange juice, please.

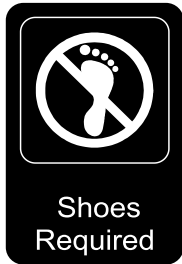
- a. four
- b. a
- c. some
- d. many

11. Write a sentence using the correct form of 'must' or 'must not'.



You \_\_\_\_\_ park here!

12. Write a sentence using the correct form of 'must' or 'must not'.



You \_\_\_\_\_ wear shoes at all times!

13. Which is the most polite farewell?

- a. See ya!
- b. Bye!
- c. See you later!
- d. Goodbye!

14. Write two common complaints in a restaurant.

Example: Food is cold.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

15. Write two common complaints for a hotel.

Example: Room is not ready.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

16. Complete the sentence with the correct question tag.

There isn't a cash machine, \_\_\_\_\_?

- a. is there
- b. are there
- c. isn't it
- d. are we

17. Complete the sentence with the correct question tag.

You didn't leave the computer on, \_\_\_\_\_?

- a. isn't it
- b. don't you
- c. did you
- d. has he

18. Put the steps for dealing with complaints in the correct order.

Summarise the problem      Apologise      Show you understand  
Apologise again      Offer a solution

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

19. Choose the correct response to the complaint.

Excuse me. My food is cold.

- a. I will call the manager.
- b. I apologise madam. I will ask the chef to cook it again.
- c. Oh well!
- d. Sorry!

20. Choose the correct response to the complaint.

I don't have any clean towels in my room!

- a. That's a pity!
- b. There should be some in your room.
- c. Sorry about that.
- d. I'm sorry sir. I will send some to your room now.

21. Write three things that you need on a customer complaint form.

Example: Customer name

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

22. Write three things you should do when phoning a supplier to make an order.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

23. Who would you complain to if your luggage was lost?

- a. Waiter
- b. Tour operator
- c. Lost and found department
- d. Flight attendant

24. Complete the sentence with the correct verb.

Please hold, while I \_\_\_\_\_ you through.

- a. let
- b. put
- c. call
- d. tell

25. Complete the sentence with the correct verb.

Would you mind \_\_\_\_\_ sir?

- a. waiting
- b. eating
- c. getting
- d. arranging



# Answers to Written Questions

## Communicate in English on the telephone – D1.LAN.CL10.04

The following are model answers only – Trainers/Assessors must use discretion when determining whether or not an answer provided by a Student is acceptable or not.

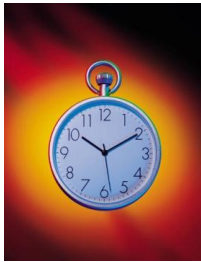
1. **How many rings are acceptable when answering the phone? Choose the best answer.**

c. less than 4 rings

2. **How would you greet someone at 3pm?**

d. good afternoon

3. **What time is it? Write your answer in the space provided.**



ten past ten or 10:10 or 10 past 10

4. **Rewrite the sentence in the correct order.**

How may I help you

5. **Rewrite the sentence in the correct order.**

How may I be of assistance?

6. **Choose the best response for the request.**

b. I'm very sorry sir, there are no more seats available but I can change your ticket to business class.

7. **Choose the correct word to complete the sentence.**

d. repeat

8. **Choose the correct date.**

a. 11/09/2012

9. **Complete the sentence with the correct word.**

c. some

10. Complete the sentence with the correct word.

b. a

11. Write a sentence using the correct form of 'must' or 'must not'.



You **must not** park here!

12. Write a sentence using the correct form of 'must' or 'must not'.



You **must** wear shoes at all times!

13. Which is the most polite farewell?

d. Goodbye!

14. Write two common complaints in a restaurant.

1. Wrong order/food
2. Dirty cutlery/glass
3. No tables left
4. Smoking/non-smoking.

15. Write two common complaints for a hotel.

1. Smoking/non-smoking room
2. Noise
3. Smells bad
4. No view
5. Single not double.



- 16. Complete the sentence with the correct question tag.**
- a. is there
- 17. Complete the sentence with the correct question tag.**
- c. did you
- 18. Put the steps for dealing with complaints in the correct order.**
1. Apologise
  2. Summarise the problem
  3. Show you understand
  4. Offer a solution
  5. Apologise again.
- 19. Choose the correct response to the complaint.**
- b. I apologise madam. I will ask the chef to cook it again.
- 20. Choose the correct response to the complaint.**
- d. I'm sorry sir. I will send some to your room now.
- 21. Write three things that you need on a customer complaint form.**
1. Employee name
  2. Complaint details
  3. Time and date
  4. Action taken
  5. Follow-up required.
- 22. Write three things you should do when phoning a supplier to make an order.**
1. State your name
  2. your company name
  3. your department
  4. why you are calling.
- 23. Who would you complain to if your luggage was lost?**
- c. Lost and found department
- 24. Complete the sentence with the correct verb.**
- b. put
- 25. Complete the sentence with the correct verb.**
- a. waiting



# Observation Checklist

<b>Student name</b>	
<b>Assessor name</b>	
<b>Location/venue</b>	
<b>Unit of competency</b>	Communicate in English on the telephone D1.LAN.CL10.04
<b>Dates of observation</b>	
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Over a period of time observe the student completing each of the following tasks:             <ol style="list-style-type: none"> <li>a) Take general enquiries by phone</li> <li>b) Respond to customer requests or orders</li> <li>c) Make calls to place orders</li> <li>d) Handle customer complaints</li> <li>e) Make complaints</li> </ol> </li> <li>2. Enter the date on which the tasks were undertaken</li> <li>3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise</li> <li>4. Complete the feedback sections of the form, if required.</li> </ol>

<b>Did the candidate</b>	<b>Yes</b>	<b>No</b>
<b>Element 1: Take general enquiries by phone</b>		
Answer phone within stipulated number of rings	<input type="checkbox"/>	<input type="checkbox"/>
Give appropriate greeting for the time of day	<input type="checkbox"/>	<input type="checkbox"/>
State own name and/or company name	<input type="checkbox"/>	<input type="checkbox"/>
Use clear diction	<input type="checkbox"/>	<input type="checkbox"/>
Establish nature of enquiry	<input type="checkbox"/>	<input type="checkbox"/>
Ask questions to establish customer's needs	<input type="checkbox"/>	<input type="checkbox"/>

<b>Element 2: Respond to customer requests or orders</b>		
Confirm customer's requests or orders	<input type="checkbox"/>	<input type="checkbox"/>
Check availability of bookings, if applicable	<input type="checkbox"/>	<input type="checkbox"/>
Note customer's details and ask customer to spell name and address, if appropriate	<input type="checkbox"/>	<input type="checkbox"/>
Reconfirm details of bookings, requests or orders	<input type="checkbox"/>	<input type="checkbox"/>
Thank the customer and say goodbye politely	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 3: Make calls to place orders</b>		
Identify self and state purpose of the call	<input type="checkbox"/>	<input type="checkbox"/>
Enquire about availability, delivery times and dates and costs, as appropriate	<input type="checkbox"/>	<input type="checkbox"/>
Agree to terms and conditions	<input type="checkbox"/>	<input type="checkbox"/>
Thank the supplier and say goodbye politely	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 4: Handle customer complaints</b>		
Listen to the nature of the complaint	<input type="checkbox"/>	<input type="checkbox"/>
Acknowledge details of the complaint	<input type="checkbox"/>	<input type="checkbox"/>
Take action within parameters of job role to resolve the complaint	<input type="checkbox"/>	<input type="checkbox"/>
Refer the complaint to a supervisor if necessary	<input type="checkbox"/>	<input type="checkbox"/>
Follow up by completing all necessary paper work	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 5: Make complaints</b>		
Identify self and reason for calling	<input type="checkbox"/>	<input type="checkbox"/>
State facts about a problem or situation	<input type="checkbox"/>	<input type="checkbox"/>
State calmly how the problem or situation may be resolved	<input type="checkbox"/>	<input type="checkbox"/>
<b>Did the student's overall performance meet the standard?</b>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Feedback to student and trainer/assessor</b>			
<b>Strengths:</b>			
<b>Improvements needed:</b>			
<b>General comments:</b>			
<b>Candidate signature</b>		<b>Date</b>	
<b>Assessor signature</b>		<b>Date</b>	



## Third Party Statement

<b>Student name:</b>			
<b>Name of third party:</b>		<b>Contact no</b>	
<b>Relationship to student:</b>	<input type="checkbox"/> Employer <input type="checkbox"/> Supervisor <input type="checkbox"/> Colleague <input type="checkbox"/> Other <i>Please specify: _____</i> <i>Please do not complete the form if you are a relative, close friend or have a conflict of interest]</i>		
<b>Unit of competency:</b>	Communicate in English on the telephone D1.LAN.CL10.04		
<p>The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.</p> <p>Please answer these questions as a record of their performance while working with you. Thank you for your time.</p>			
<b>Do you believe the trainee has demonstrated the following skills?</b> <i>(tick the correct response]</i>	Yes	No	Not sure
Takes general telephone enquiries demonstrating answering of the phone within stipulated number of rings, providing appropriate greeting and stating own name and name of business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses clear diction, establishes nature of enquiry and asks questions to establish customer's needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listens to and confirms caller enquiries and requests taking notes and clarifying points and spelling as appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Places telephone calls to place orders identifying self, business and purpose of call, and making appropriate enquiries in relation to the order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Terminates all telephone calls politely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handles telephone complaints following accepted complaint resolution procedures, adhering to individual scope of authority and referring matters unable to be successfully dealt with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Records telephone complaints as required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses the telephone to lodge complaints on behalf of the business in a professional manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments/feedback from Third Party to Trainer/Assessor:**

--	--

**Third party signature:**

**Date:**

**Send to:**



## Competency Recording Sheet

<b>Name of Student</b>		
<b>Name of Assessor/s</b>		
<b>Unit of Competency</b>	Communicate in English on the telephone	D1.LAN.CL10.04
<b>Date assessment commenced</b>		
<b>Date assessment finalised</b>		
<b>Assessment decision</b>	Competent / Not Yet Competent (Circle one)	
<b>Follow up action required</b> (Insert additional work and assessment required to achieve competency)		
<b>Comments/observations by assessor/s</b>		

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

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
<b>Element 1: Take general enquiries by phone</b>						
Answer phone within stipulated number of rings						
Give appropriate greeting for the time of day						
State own name and/or company name						
Use clear diction						
Establish nature of enquiry						
Ask questions to establish customer's needs						
<b>Element 2: Respond to customer requests or orders</b>						
Confirm customer's <i>requests or orders</i>						
Check availability of <i>bookings</i> , if applicable						
Note <i>customer's details</i> and ask customer to spell name and address, if appropriate						
Reconfirm details of bookings, requests or orders						
Thank the customer and say goodbye politely						

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

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
<b>Element 3: Make calls to place orders</b>						
Identify self and state purpose of the call						
Enquire about availability, delivery times and dates and costs, as appropriate						
Agree to terms and conditions						
Thank the supplier and say goodbye politely						
<b>Element 4: Handle customer complaints</b>						
Listen to the nature of the complaint						
Acknowledge details of the complaint						
<i>Respond to the complaint</i> explaining the <i>process</i> to be taken to deal with it and obtain the customer's agreement to the process						
Take action within parameters of job role to resolve the complaint						
Refer the complaint to a supervisor if necessary						
Follow up by completing all necessary paper work						

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

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
<b>Element 5: Make complaints</b>						
Identify self and reason for calling						
State facts about a problem or situation						
State calmly how the problem or situation may be resolved						



William  
**Angliss**  
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Specialist centre  
for foods, tourism  
& hospitality



**Australian  
AID** 