



Communicate in English on the telephone



D1.LAN.CL10.04



Trainer Guide

DO YOU
SPEAK
ENGLISH?



Communicate in English on the telephone

D1.LAN.CL10.04

Trainer Guide



William
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Specialist centre
for foods, tourism
& hospitality

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Competency Based Training (CBT) and assessment an introduction for trainers

Competency

Competency refers to the ability to perform particular tasks and duties to the standard of performance expected in the workplace.

Competency requires the application of specified knowledge, skills and attitudes relevant to effective participation, consistently over time and in the workplace environment.

The essential skills and knowledge are either identified separately or combined.

Knowledge identifies what a person needs to know to perform the work in an informed and effective manner.

Skills describe the application of knowledge to situations where understanding is converted into a workplace outcome.

Attitude describes the founding reasons behind the need for certain knowledge or why skills are performed in a specified manner.

Competency covers all aspects of workplace performance and involves:

- Performing individual tasks
- Managing a range of different tasks
- Responding to contingencies or breakdowns
- Dealing with the responsibilities of the workplace
- Working with others.

Unit of Competency

Like with any training qualification or program, a range of subject topics are identified that focus on the ability in a certain work area, responsibility or function.

Each manual focuses on a specific unit of competency that applies in the hospitality workplace.

In this manual a unit of competency is identified as a 'unit'.

Each unit of competency identifies a discrete workplace requirement and includes:

- Knowledge and skills that underpin competency
- Language, literacy and numeracy
- Occupational health and safety requirements.

Each unit of competency must be adhered to in training and assessment to ensure consistency of outcomes.

Element of Competency

An element of competency describes the essential outcomes within a unit of competency.

The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

In this manual elements of competency are identified as an 'element'.

Performance criteria

Performance criteria indicate the standard of performance that is required to demonstrate achievement within an element of competency. The standards reflect identified industry skill needs.

Performance criteria will be made up of certain specified skills, knowledge and attitudes.

Learning

For the purpose of this manual learning incorporates two key activities:

- Training
- Assessment.

Both of these activities will be discussed in detail in this introduction.

Today training and assessment can be delivered in a variety of ways. It may be provided to participants:

- On-the-job – in the workplace
- Off-the-job – at an educational institution or dedicated training environment
- As a combination of these two options.

No longer is it necessary for learners to be absent from the workplace for long periods of time in order to obtain recognised and accredited qualifications.

Learning Approaches

This manual will identify two avenues to facilitate learning:

Competency Based Training (CBT)

This is the strategy of developing a participant's competency.

Educational institutions utilise a range of training strategies to ensure that participants are able to gain the knowledge and skills required for successful:

- Completion of the training program or qualification
- Implementation in the workplace.

The strategies selected should be chosen based on suitability and the learning styles of participants.

Competency Based Assessment (CBA)

This is the strategy of assessing competency of a participant.

Educational institutions utilise a range of assessment strategies to ensure that participants are assessed in a manner that demonstrates validity, fairness, reliability, flexibility and fairness of assessment processes.

Flexibility in Learning

It is important to note that flexibility in training and assessment strategies is required to meet the needs of participants who may have learning difficulties. The strategies used will vary, taking into account the needs of individual participants with learning difficulties. However they will be applied in a manner which does not discriminate against the participant or the participant body as a whole.

Catering for Participant Diversity

Participants have diverse backgrounds, needs and interests. When planning training and assessment activities to cater for individual differences, trainers and assessors should:

- Consider individuals' experiences, learning styles and interests
- Develop questions and activities that are aimed at different levels of ability
- Modify the expectations for some participants
- Provide opportunities for a variety of forms of participation, such as individual, pair and small group activities
- Assess participants based on individual progress and outcomes.

The diversity among participants also provides a good reason for building up a learning community in which participants support each other's learning.

Participant Centred Learning

This involves taking into account structuring training and assessment that:

- *Builds on strengths* – Training environments need to demonstrate the many positive features of local participants (such as the attribution of academic success to effort, and the social nature of achievement motivation) and of their trainers (such as a strong emphasis on subject disciplines and moral responsibility). These strengths and uniqueness of local participants and trainers should be acknowledged and treasured
- *Acknowledges prior knowledge and experience* – The learning activities should be planned with participants' prior knowledge and experience in mind
- *Understands learning objectives* – Each learning activity should have clear learning objectives and participants should be informed of them at the outset. Trainers should also be clear about the purpose of assignments and explain their significance to participants
- *Teaches for understanding* – The pedagogies chosen should aim at enabling participants to act and think flexibly with what they know
- *Teaches for independent learning* – Generic skills and reflection should be nurtured through learning activities in appropriate contexts of the curriculum. Participants should be encouraged to take responsibility for their own learning

- *Enhances motivation* – Learning is most effective when participants are motivated. Various strategies should be used to arouse the interest of participants
- *Makes effective use of resources* – A variety of teaching resources can be employed as tools for learning
- *Maximises engagement* – In conducting learning activities, it is important for the minds of participants to be actively engaged
- *Aligns assessment with learning and teaching* – Feedback and assessment should be an integral part of learning and teaching
- *Caters for learner diversity* – Trainers should be aware that participants have different characteristics and strengths and try to nurture these rather than impose a standard set of expectations.

Active Learning

The goal of nurturing independent learning in participants does not imply that they always have to work in isolation or solely in a classroom. On the contrary, the construction of knowledge in tourism and hospitality studies can often best be carried out in collaboration with others in the field. Sharing experiences, insights and views on issues of common concern, and working together to collect information through conducting investigative studies in the field (active learning) can contribute a lot to their eventual success.

Active learning has an important part to play in fostering a sense of community in the class. First, to operate successfully, a learning community requires an ethos of acceptance and a sense of trust among participants, and between them and their trainers. Trainers can help to foster acceptance and trust through encouragement and personal example, and by allowing participants to take risks as they explore and articulate their views, however immature these may appear to be. Participants also come to realise that their classmates (and their trainers) are partners in learning and solving.

Trainers can also encourage cooperative learning by designing appropriate group learning tasks, which include, for example, collecting background information, conducting small-scale surveys, or producing media presentations on certain issues and themes. Participants need to be reminded that, while they should work towards successful completion of the field tasks, developing positive peer relationships in the process is an important objective of all group work.

Competency Based Training (CBT)

Principle of Competency Based Training

Competency based training is aimed at developing the knowledge, skills and attitudes of participants, through a variety of training tools.

Training Strategies

The aims of this curriculum are to enable participants to:

- Undertake a variety of subject courses that are relevant to industry in the current environment
- Learn current industry skills, information and trends relevant to industry
- Learn through a range of practical and theoretical approaches
- Be able to identify, explore and solve issues in a productive manner

- Be able to become confident, equipped and flexible managers of the future
- Be 'job ready' and a valuable employee in the industry upon graduation of any qualification level.

To ensure participants are able to gain the knowledge and skills required to meet competency in each unit of competency in the qualification, a range of training delivery modes are used.

Types of Training

In choosing learning and teaching strategies, trainers should take into account the practical, complex and multi-disciplinary nature of the subject area, as well as their participant's prior knowledge, learning styles and abilities.

Training outcomes can be attained by utilising one or more delivery methods:

Lecture/Tutorial

This is a common method of training involving transfer of information from the trainer to the participants. It is an effective approach to introduce new concepts or information to the learners and also to build upon the existing knowledge. The listener is expected to reflect on the subject and seek clarifications on the doubts.

Demonstration

Demonstration is a very effective training method that involves a trainer showing a participant how to perform a task or activity. Through a visual demonstration, trainers may also explain reasoning behind certain actions or provide supplementary information to help facilitate understanding.

Group Discussions

Brainstorming in which all the members in a group express their ideas, views and opinions on a given topic. It is a free flow and exchange of knowledge among the participants and the trainer. The discussion is carried out by the group on the basis of their own experience, perceptions and values. This will facilitate acquiring new knowledge. When everybody is expected to participate in the group discussion, even the introverted persons will also get stimulated and try to articulate their feelings.

The ideas that emerge in the discussions should be noted down and presentations are to be made by the groups. Sometimes consensus needs to be arrived at on a given topic. Group discussions are to be held under the moderation of a leader guided by the trainer. Group discussion technique triggers thinking process, encourages interactions and enhances communication skills.

Role Play

This is a common and very effective method of bringing into the classroom real life situations, which may not otherwise be possible. Participants are made to enact a particular role so as to give a real feel of the roles they may be called upon to play. This enables participants to understand the behaviour of others as well as their own emotions and feelings. The instructor must brief the role players on what is expected of them. The role player may either be given a ready-made script, which they can memorize and enact, or they may be required to develop their own scripts around a given situation. This technique is extremely useful in understanding creative selling techniques and human relations. It can be entertaining and energizing and it helps the reserved and less literate to express their feelings.

Simulation Games

When trainees need to become aware of something that they have not been conscious of, simulations can be a useful mechanism. Simulation games are a method based on "here and now" experience shared by all the participants. The games focus on the participation of the trainees and their willingness to share their ideas with others. A "near real life" situation is created providing an opportunity to which they apply themselves by adopting certain behaviour. They then experience the impact of their behaviour on the situation. It is carried out to generate responses and reactions based on the real feelings of the participants, which are subsequently analysed by the trainer.

While use of simulation games can result in very effective learning, it needs considerable trainer competence to analyse the situations.

Individual /Group Exercises

Exercises are often introduced to find out how much the participant has assimilated. This method involves imparting instructions to participants on a particular subject through use of written exercises. In the group exercises, the entire class is divided into small groups, and members are asked to collaborate to arrive at a consensus or solution to a problem.

Case Study

This is a training method that enables the trainer and the participant to experience a real life situation. It may be on account of events in the past or situations in the present, in which there may be one or more problems to be solved and decisions to be taken. The basic objective of a case study is to help participants diagnose, analyse and/or solve a particular problem and to make them internalize the critical inputs delivered in the training. Questions are generally given at the end of the case study to direct the participants and to stimulate their thinking towards possible solutions. Studies may be presented in written or verbal form.

Field Visit

This involves a carefully planned visit or tour to a place of learning or interest. The idea is to give first-hand knowledge by personal observation of field situations, and to relate theory with practice. The emphasis is on observing, exploring, asking questions and understanding. The trainer should remember to brief the participants about what they should observe and about the customs and norms that need to be respected.

Group Presentation

The participants are asked to work in groups and produce the results and findings of their group work to the members of another sub-group. By this method participants get a good picture of each other's views and perceptions on the topic and they are able to compare them with their own point of view. The pooling and sharing of findings enriches the discussion and learning process.

Practice Sessions

This method is of paramount importance for skills training. Participants are provided with an opportunity to practice in a controlled situation what they have learnt. It could be real life or through a make-believe situation.

Games

This is a group process and includes those methods that involve usually fun-based activity, aimed at conveying feelings and experiences, which are everyday in nature, and applying them within the game being played. A game has set rules and regulations, and may or may not include a competitive element. After the game is played, it is essential that the participants be debriefed and their lessons and experiences consolidated by the trainer.

Research

Trainers may require learners to undertake research activities, including online research, to gather information or further understanding about a specific subject area.

Competency Based Assessment (CBA)**Principle of Competency Based Assessment**

Competency based assessment is aimed at compiling a list of evidence that shows that a person is competent in a particular unit of competency.

Competencies are gained through a multitude of ways including:

- Training and development programs
- Formal education
- Life experience
- Apprenticeships
- On-the-job experience
- Self-help programs.

All of these together contribute to job competence in a person. Ultimately, assessors and participants work together, through the 'collection of evidence' in determining overall competence.

This evidence can be collected:

- Using different formats
- Using different people
- Collected over a period of time.

The assessor who is ideally someone with considerable experience in the area being assessed, reviews the evidence and verifies the person as being competent or not.

Flexibility in Assessment

Whilst allocated assessment tools have been identified for this subject, all attempts are made to determine competency and suitable alternate assessment tools may be used, according to the requirements of the participant.

The assessment needs to be equitable for all participants, taking into account their cultural and linguistic needs.

Competency must be proven regardless of:

- Language
- Delivery Method
- Assessment Method.

Assessment Objectives

The assessment tools used for subjects are designed to determine competency against the 'elements of competency' and their associated 'performance criteria'.

The assessment tools are used to identify sufficient:

- a) Knowledge, including underpinning knowledge
- b) Skills
- c) Attitudes

Assessment tools are activities that trainees are required to undertake to prove participant competency in this subject.

All assessments must be completed satisfactorily for participants to obtain competence in this subject. There are no exceptions to this requirement, however, it is possible that in some cases several assessment items may be combined and assessed together.

Types of Assessment

Allocated Assessment Tools

There are a number of assessment tools that are used to determine competency in this subject:

- Work projects
- Written questions
- Oral questions
- Third Party Report
- Observation Checklist.

Instructions on how assessors should conduct these assessment methods are explained in the Assessment Manuals.

Alternative Assessment Tools

Whilst this subject has identified assessment tools, as indicated above, this does not restrict the assessor from using different assessment methods to measure the competency of a participant.

Evidence is simply proof that the assessor gathers to show participants can actually do what they are required to do.

Whilst there is a distinct requirement for participants to demonstrate competency, there are many and diverse sources of evidence available to the assessor.

Ongoing performance at work, as verified by a supervisor or physical evidence, can count towards assessment. Additionally, the assessor can talk to customers or work colleagues to gather evidence about performance.

A range of assessment methods to assess competency 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
- Role plays
- Group projects
- Group discussions
- Examinations.

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.

Also known as a Skills Recognition Audit (SRA), this process is a learning and assessment pathway which encompasses:

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

Assessing competency

As mentioned, 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. Traditionally in education, grades or marks were given to participants, dependent on how many questions the participant successfully answered in an assessment tool.

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'

Competency standard

UNIT TITLE: COMMUNICATE IN ENGLISH ON THE TELEPHONE		NOMINAL HOURS: 60
UNIT NUMBER:	D1.LAN.CL10.04	
UNIT DESCRIPTOR: 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.		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Take general enquiries by phone</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>Element 2: Respond to customer requests or orders</p> <p>2.1 Confirm customer's <i>requests</i> or <i>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>2.5 Thank the customer and say goodbye politely</p>	<p>Unit Variables</p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.</p> <p>This unit applies to 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"> 1. Front Office 2. Housekeeping 3. Food and Beverage Service 4. Food Production 5. Travel Agencies 6. Tour Operation <p><i>Stipulated number of rings</i> refers to:</p> <ul style="list-style-type: none"> • The enterprise standards pertaining to the accepted number of times that the phone may ring before it is answered • Commonly four rings is the accepted number of times. 	

<p>Element 3: Make calls to place orders</p> <p>3.1 Identify self and state purpose of the call</p> <p>3.2 Enquire about availability, delivery times and dates and costs, as appropriate</p> <p>3.3 Agree to terms and conditions</p> <p>3.4 Thank the supplier and say goodbye politely</p> <p>Element 4: Handle customer complaints</p> <p>4.1 Listen to the nature of the complaint</p> <p>4.2 Acknowledge details of the complaint</p> <p>4.3 <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</p> <p>4.4 Take action within parameters of job role to resolve the complaint</p> <p>4.5 Refer the complaint to a supervisor if necessary</p> <p>4.6 Follow up by completing all necessary paper work</p> <p>Element 5: Make complaints</p> <p>5.1 Identify self and reason for calling</p> <p>5.2 State facts about a problem or situation</p> <p>5.3 State calmly how the problem or situation may be resolved</p>	<p><i>Requests</i> may include:</p> <ul style="list-style-type: none"> • Bookings • Extra services e.g. Babysitting, early morning wakeup calls • General enquiries e.g. Bank opening times, directions. <p><i>Orders</i> may include:</p> <ul style="list-style-type: none"> • Food and beverage supplies • Office supplies • Promotional supplies • Cleaning supplies. <p><i>Bookings</i> may include:</p> <ul style="list-style-type: none"> • Restaurant bookings • Room bookings • Travel and sightseeing tour bookings • Taxi bookings. <p><i>Customer's details</i> may include:</p> <ul style="list-style-type: none"> • Name contact number(s) and address • Time and date of booking • Any special requests. <p><i>Respond to the complaint</i> may include:</p> <ul style="list-style-type: none"> • 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.
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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.

	<p>Context of Assessment</p> <p>Assessment must ensure:</p> <ul style="list-style-type: none"> • Actual or simulated workplace application of telephone skills for incoming calls • Actual or simulated workplace application of telephone skills for outgoing calls. <p>Resource Implications</p> <p>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.</p> <p>Assessment Methods</p> <p>The following methods may be used to assess competency for this unit:</p> <ul style="list-style-type: none"> • Observation of practical performance by candidate • Role plays • Oral and written questions • Simulations. <p>Key Competencies in this Unit</p> <p><i>Level 1 = competence to undertake tasks effectively</i></p> <p><i>Level 2 = competence to manage tasks</i></p> <p><i>Level 3 = competence to use concepts for evaluating and reshaping tasks</i></p>		
	Key Competencies	Level	Examples
	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

Notes and PowerPoint slides

Slide

Communicate in English on the telephone



Unit Code: D1.LAN.CL10.04

Slide 1

Slide No	Trainer Notes
1.	Trainer welcomes students to the class.

Slide

Communicate in English on the telephone.

This unit comprises five elements:

1. Take general enquiries by phone
2. Respond to customer requests or orders
3. Make calls to place orders
4. Handle customer complaints
5. Make complaints.



Slide 2

Slide No

Trainer Notes

2.

Trainer advises students that the unit comprises five elements, as listed on the slide explaining:

- Each element has a number of Performance Criteria which will be identified throughout the class and explained in detail
- Students can obtain more detail from their Trainee Manual
- The course presents advice and information but where the workplace requirements differ to what is presented, the workplace practices and standards must be observed e.g. the number of rings for the phone that an organisation may stipulate.

Slide

Assessment

Assessment for this unit may include:

- Oral questions
- Written questions
- Work projects
- Practical exercises
- Role plays
- Formal report from employer/supervisor.



Slide 3

Slide No	Trainer Notes
3.	<p>Trainer advises students that assessment for this Unit may take several forms, all of which are aimed at verifying they have achieved competency for the Unit as required.</p> <p>Trainer outlines to students the methods of assessment that will be applied to them for this unit.</p>

Slide

Element 1: Take general enquiries by phone

Performance Criteria for this Element are:

- 1.1 Answer phone within *stipulated number of rings*
- 1.2 Give appropriate greeting for the time of day
- 1.3 State own name and/or company name
- 1.4 Use clear diction
- 1.5 Establish nature of enquiry
- 1.6 Ask questions to establish customer's needs.



Slide 4

Slide No	Trainer Notes
4.	Trainer outlines for students the Performance Criteria for this Element, as listed on the slide.

Slide

Answer phone within stipulated number of rings

- How many words do you know that are connected to telephone language?
- Brainstorm with your partner and see who has the most

Examples: phone, telephone, ring



Slide 5

Slide No	Trainer Notes												
5.	<p>Trainer reads through the introduction from Element 1, Performance Criteria 1.1 from the Trainee Manual.</p> <p>Activity: Trainer leads students through the activity on the slide. Allow three minutes for students to complete a list of “telephone” language. They can write verbs, nouns, adjectives etc. Trainer directs students to complete vocabulary section in Trainee Manual 1.1. Trainer goes through answers with students.</p> <p>Answers:</p> <table border="0" data-bbox="367 1534 1404 1769"> <tr> <td>A phone = device for speaking to people</td> <td>rapidly = quickly</td> <td>speak = talk</td> </tr> <tr> <td>Answer = to respond</td> <td>graciously = politely</td> <td>a guest = a visitor</td> </tr> <tr> <td>Call = to ring someone</td> <td>query = enquiry</td> <td>promptly = fast</td> </tr> <tr> <td>Nice = polite</td> <td>reception = front desk</td> <td>angry = mad</td> </tr> </table>	A phone = device for speaking to people	rapidly = quickly	speak = talk	Answer = to respond	graciously = politely	a guest = a visitor	Call = to ring someone	query = enquiry	promptly = fast	Nice = polite	reception = front desk	angry = mad
A phone = device for speaking to people	rapidly = quickly	speak = talk											
Answer = to respond	graciously = politely	a guest = a visitor											
Call = to ring someone	query = enquiry	promptly = fast											
Nice = polite	reception = front desk	angry = mad											

Slide

Answer phone within stipulated number of rings

- Allowing the phone to ring for too long before you answer can make a guest or customer become angry
- How many rings are acceptable?
Discuss with your partner and agree on the best number of rings.



Slide 6

Slide No	Trainer Notes
6.	Trainer explains that each company or organisation has its own requirements for answering the phone within a certain number of rings. Trainer directs students to discuss and report back to class. Trainer encourages group discussion and agreement on number of rings.

Slide

Answer phone within stipulated number of rings

Pronunciation:

- Numbers
 - The hospitality and tourism industry requires you to use a lot of numbers especially for phone bookings and orders
- You must be able to hear numbers and say them clearly.



Slide 7

Slide No	Trainer Notes
7.	Trainer explains the importance of clear pronunciation in service industries.

Slide

Phonemic Chart

ɪ READ	ɪ SIT	ʊ BOOK	uɪ TOO	ɪə HERE	eɪ DAY	John & Sarah Free Materials 1996	
e MEN	ə AMERICA	ɜɪ WORD	ɔɪ SORT	ʊə TOUR	ɔɪ BOY	əʊ GO	
æ CAT	ʌ BUT	ɑɪ PART	ɒ NOT	eə WEAR	aɪ MY	aʊ HOW	
p FIG	b BED	t TIME	d DO	tʃ CHURCH	dʒ JUDGE	k KILO	g GO
f FIVE	v VERY	θ THINK	ð THE	s SIX	z ZOO	ʃ SHORT	ʒ CASUAL
m MILK	n NO	ŋ SING	h HELLO	l LIVE	r READ	w WINDOW	j YES

Slide 8

Slide No	Trainer Notes
8.	<p>Activity: Trainer presents phonemic chart to students and practices writing and pronouncing words using the phonemic symbols. Trainer writes some words using phonemic script and students identify the words. Trainer says some words and students write the sounds using phonemic script. You can divide the class into teams and award points for each correct word. Ask students to say words and other groups write the phonemic script.</p> <p>Students complete the Numbers activity in the Trainee Manual.</p> <p>Activity 1 - 20: Trainer instructs the class to close their eyes. Students try to count from one to twenty without repeating a number or two people calling out numbers at the same time. If two students call out a number at the same time, the class must begin from number one again. See how far students can get. They must try to get to twenty.</p> <p>Trainer corrects any errors in pronunciation of numbers 1 – 20.</p> <p>Use this resource, if available: Underhill. A., 1994, <i>Sound Foundations</i>, Macmillan, Oxford UK.</p>

Slide

Give appropriate greeting for the time of day

Greetings are important because:

- They build rapport with customers
- They create a friendly atmosphere
- They let customers and guests know what the time of day is.



Slide 9

Slide No	Trainer Notes
9.	<p>Trainer goes through the slide with students. Trainer elicits greetings: good morning, good afternoon, good evening with students.</p> <p>Trainer directs students to look at Trainee Manual Performance Criteria 1.2, Introduction and formal greetings.</p>

Slide

Give appropriate greeting for the time of day

- Look at the clock. It is 10:25am. What greeting should you use?



Slide 10

Slide No	Trainer Notes
10.	<p>Trainer asks students to read the slide and answer the question. Answer = Good morning!</p> <p>Activity: Trainer directs students to complete the Vocabulary – Time exercise in the Trainee Manual. Trainer goes through answers with students.</p> <p>Activity: Trainer directs students to complete Time Variations exercise in Trainee Manual. Trainer goes through answers with students on next slide.</p>

Slide

Give appropriate greeting for the time of day - Answers

Words (spoken)		Numbers (written)	
Analog	Digital	12 hour digital	24 hour digital
1. quarter past two in the afternoon	two fifteen in the afternoon	2:15 pm	14:15
2. half past eight in the morning	eight thirty in the morning	8:30 am	08:30
3. quarter to nine in the evening	eight forty-five in the evening	8:45 pm	20:45
4. quarter to seven in the morning	six forty-five in the morning	6:45 am	06:45
5. quarter past ten in the morning	ten fifteen in the morning	10:15 am	10:15
6. half past ten in the evening	ten thirty in the evening	10:30 pm	22:30
7. quarter to seven in the evening	seven fifteen in the evening	7:15 pm	19:15
8. quarter past three in the afternoon	three fifteen in the afternoon	3:15 pm	15:15
9. half past eleven in the morning	eleven thirty in the morning	11:30 am	11:30



Slide 11

Slide No **Trainer Notes**

11.	<p>Trainer checks answers from students. Trainer asks students to say their answers. Check pronunciation.</p> <p>Activity: Students complete the next two activities in the Trainee Manual. Trainer checks answers.</p>
-----	---

Slide

Give appropriate greeting for the time of day

Speaking activity:

- Now read the dialogue between Mr. Smith and the front desk attendant then practice with your partner. Trainee A is the front desk attendant and Trainee B is Mr. Smith. Swap roles and read again
- Remember to focus on pronunciation especially with numbers!



Slide 12

Slide No

Trainer Notes

12.

Activity: Trainer reads the dialogue with a strong student to model the conversation. Students read through the dialogue in pairs. Trainer monitors students pronunciation and provides feedback and error correction as required. Trainer asks some pairs to practice the dialogue in front of the class.

Slide

State own name and/or company name

When answering the phone it is important to use the appropriate greeting for the time of day and:

- State your own name
- State your department
- State your company name.



Slide 13

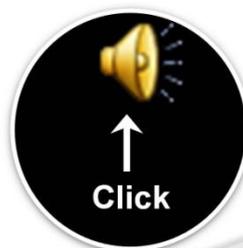
Slide No	Trainer Notes
13.	Trainer presents slide to the class. Trainer explains that stating name, department and company name helps the customer, guest or supplier understand what the context of the phone call is. This is important when making calls.

Slide

State own name and/or company name

Listening activity (Recording 1):

- Listen to the recording and fill in the gaps
- Listen again and mark the stressed words.



Slide 14

Slide No

Trainer Notes

14.

Activity: Trainer explains to the class that they are going to listen to 5 short recordings of people answering the phone. Trainer clicks on the speaker icon on the slide and students listen to the recording.

Students fill in the gaps first in their Trainee Manuals and then listen again and mark the stressed words.

The words in bold below are stressed. Trainer checks student answers and corrects as needed.

1. Good **afternoon**, Fasta Pasta **Restaurant**, how may I **help** you?
2. Good **evening**, Rose **Hotel**, **Dana** speaking, what can I **do** for you?
3. **Hello**, this is **Mr.Smith** in room **219**, can you **put** me through to room **241**, **please**?
4. Thank you for phoning **ACME** computers. All of our **lines** are currently busy.
5. Good **afternoon**, Long Beach **Resort** and **Spa**, **HR** department, **Chi** speaking.

Slide

State own name and/or company name

In many cultures, including most Western cultures, people have a first or given name followed by a surname. In other cultures the surname comes first. This is true in countries like:

- Korea, Japan, Vietnam, Hungary, Romania and China.



Slide 15

Slide No	Trainer Notes
15.	<p>Trainer explains about first names and surnames in Western and other cultures. Trainer directs students to complete Grammar section in the Trainee Manual (hospitality and tourism jobs – verbs)</p> <p>Answers:</p> <p>1. takes 2. keeps 3. carries 4. delivers 5. informs 6. washes</p> <p>7. greets 8. books 9. answers 10. cleans 11. organises 12. interviews</p>

Slide

State own name and/or company name

Department name examples:

- Accounting, Human Resources, Recreation....?
- In groups of 3 or 4 list as many other departments as you can! You have 2 minutes!



Slide 16

Slide No

Trainer Notes

16.

Activity: Trainer asks students to brainstorm as many different departments that they can think of in a company. Students have two minutes to write down as many department titles they can. Trainer checks and sees which group has the most departments listed. Trainer asks students to complete department activity in Trainee Manual.

Trainer checks answers:

Human Resources – Training Manager

Food and Beverage Operations – waiter, room service attendant

Accounting - Financial Controller

Front Office - Receptionist

Security – security guard

Engineering - electrician

Maintenance - carpenter

Reservations - reservations manager

House Keeping – laundry assistant

Recreation – lifeguard, fitness instructor

Sales and Marketing – marketing officer

Spa – masseuse

Rooms Division – concierge, porter

Food and Beverage Production – bar attendant, sous chef.

Slide

Use clear diction

Clear pronunciation is important for effective communication. When communicating on the telephone, you must:

- Pronounce words clearly
- Use rhythm, stress and intonation correctly
- Be able to spell effectively
- Listen carefully.



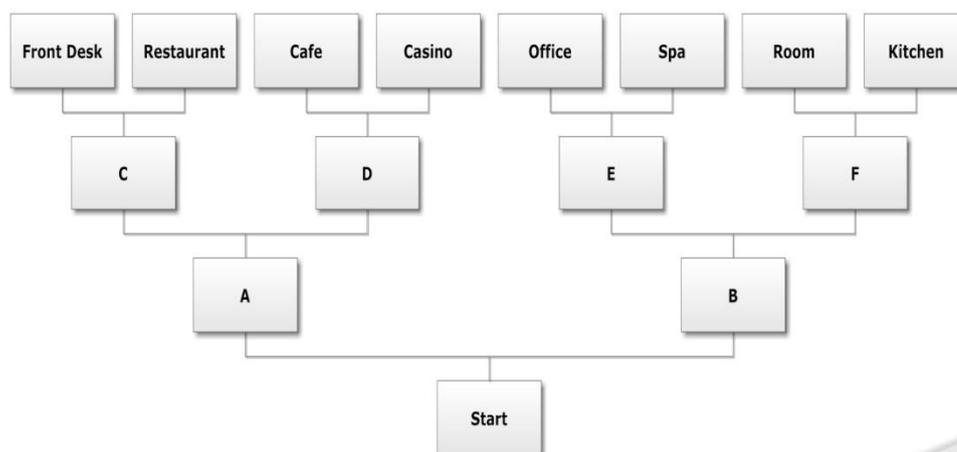
Slide 17

Slide No	Trainer Notes
17.	<p>Trainer explains the importance of clear diction and pronunciation. Trainer asks students to complete the alphabet task in the Trainee Manuals. Students complete the task and the trainer checks answers.</p> <p>Trainer asks students to say the alphabet and corrects any pronunciation errors.</p>

Slide

Use clear diction

Final consonant maze activity:



Slide 18

Slide No

Trainer Notes

18.

Activity: Trainer explains to students that they are going to complete a pronunciation activity. Trainer splits students into groups of three or four. The trainer calls out words with either final /s/ or /z/ sounds. If the students hear /s/ they move up to the left and if they hear /z/, they move up and to the right. When they get to a destination such as 'Restaurant' the student calls out 'Restaurant'.

For example, the trainer says: was /z/, his /z/, nice /s/ = Room. Students call out room. If they are correct they get one point for their team. The trainer could ask students to write their own lists and they can read out. This encourages clear pronunciation from students and is more student centered.

Example words:

/z/ - his, was, has, maze, quiz, boys, girls, exams, rooms, kitchens, delivers, is

/s/ - hats, books, makes, takes, greets, meets, keeps, sweeps, eats, sleeps

Slide

Use clear diction

English pronunciation can be challenging but effective communication requires all sounds to be produced clearly. Practice the tongue twisters below.

- Repeat quickly: She sells sea shells by the sea shore



- Repeat quickly: Red lorry, yellow lorry, red lorry, yellow lorry, red lorry, yellow lorry.



Slide 19

Slide No	Trainer Notes
19.	<p>Trainer explains the need for clear pronunciation as in the slide. Students read tongue twisters as fast as they can. Trainer clicks on speaker icon to hear examples of the tongue twisters.</p> <p>Trainer directs students to extra tongue twisters in the Trainee Manual. Students practice in front of the class. Students choose the best example.</p>

Slide

Establish nature of enquiry

When answering the phone it is important to greet the person politely and appropriately. It is also necessary to:

- Ask questions to identify the purpose of the call
- Listen carefully
- Take notes
- Be polite.



Slide 20

Slide No

Trainer Notes

20.

Trainer explains the importance of asking questions to establish the purpose of the enquiry as in the slide. Trainer asks students if there are any other important actions when answering the phone.

Activity: Students complete the Enquiry Questions exercise in the Trainee Manual. Students determine which questions are the most polite and why. (Direct = less polite. Indirect = polite e.g. How may I be of assistance?)

Slide

Establish nature of enquiry



Question functions:

- We use questions to:
 - Ask for permission and information
 - Make suggestions, requests, offers and invitations.

Examples:

Function	Question
Asking for information:	Where do you come from?
Asking for permission:	Could I have your passport?
Making suggestions:	Shall we go out?
Making requests:	Could you spell that please?
Making offers:	Would you like me to show you around?
Making invitations:	Would you like to come for dinner?

Slide 21

Slide No	Trainer Notes
21.	<p>Trainer explains the different functions of questions as per the slide.</p> <p>Activity: Trainer instructs students to complete Matching exercise in the Trainee Manual.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1. Asking for permission 2. Making a suggestion 3. Making an invitation 4. Making an offer 5. Making an offer 6. Making a request 7. Making an offer/suggestion 8. Asking for permission 9. Making a suggestion 10. Asking for information. <p>Making a request</p>

Slide

Ask questions to establish customer's needs

There are many different question types in English and some question forms are more polite than others.

- When asking questions to establish customer needs, it is important to:
 - Be polite
 - Ask questions to determine what the customer wants or needs
 - Speak clearly
 - Take notes.



Slide 22

Slide No	Trainer Notes								
22.	<p>Trainer explains the need to ask questions to determine what the customer wants or needs as per the information in the slide. Trainer directs students to read the question information in the Trainee Manual. Students can practice asking and answering the different question types.</p> <p>Activity: Students complete the matching activity in the Trainee Manual. Students put the question in the correct box and then match the answers.</p> <p>Answers:</p> <p>Activity: Trainer asks students to read the requests in the Trainee Manual. Trainer asks some students to read them aloud. Students then match the requests to the correct response.</p> <p>Answers:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Yes/No Questions</td> <td style="width: 50%;">Answers</td> </tr> <tr> <td>Leaving on Tuesday the 30th?</td> <td>Yes, that's right.</td> </tr> <tr> <td>Do you want air conditioning?</td> <td>Yes, please!</td> </tr> <tr> <td>Will you need a transfer?</td> <td>No, we won't need one thanks.</td> </tr> </table>	Yes/No Questions	Answers	Leaving on Tuesday the 30th?	Yes, that's right.	Do you want air conditioning?	Yes, please!	Will you need a transfer?	No, we won't need one thanks.
Yes/No Questions	Answers								
Leaving on Tuesday the 30th?	Yes, that's right.								
Do you want air conditioning?	Yes, please!								
Will you need a transfer?	No, we won't need one thanks.								

<p>Limited choice Questions</p> <p>Single, double, or twin?</p> <p>Window or aisle?</p> <p>The beef or the chicken?</p> <p>Wh/How Questions</p> <p>Where is your luggage?</p> <p>What time will you arrive?</p> <p>Which room are you in?</p> <p>Requests</p> <p>May I have your wife's name. please?</p> <p>Could you wait a moment, please?</p> <p>Can I see your passport, please?</p> <p>Activity: Trainer asks students to read the requests in the Trainee Manual. Trainer asks some students to read them aloud. Students then match the requests to the correct response.</p> <p>Answers:</p> <p>1. E 2. B 3. C 4. D 5. G 6. E</p> <p>7. F 8. G 9. A 10. H 11. G 12. E</p> <p>Trainer asks students to practice requests and responses in pairs. Trainer monitors students' pronunciation and corrects as required.</p>	<p>Answers</p> <p>Double thanks.</p> <p>Window.</p> <p>Chicken please.</p> <p>Answers</p> <p>Oh, it's still in the taxi.</p> <p>Around 7pm.</p> <p>Eleven eleven.</p> <p>Answers</p> <p>Yes, its Maggie Wong.</p> <p>Yes, that's ok.</p> <p>Yes, here you are.</p>
--	---

Slide

Element 2: Respond to customer requests or orders

Performance criteria for this Element are:

- 2.1 Confirm customer's *requests or orders*
- 2.2 Check availability of *bookings*, if applicable
- 2.3 Note *customer's details* and ask customer to spell name, if appropriate
- 2.4 Reconfirm details of bookings, requests or orders
- 2.5 Thank the customer and say goodbye politely.



Slide 23

Slide No	Trainer Notes
23.	Trainer explains the Performance Criteria for this Element as per the information in the slide.

Slide

Confirm customer's requests or orders

Listening effectively in English is a critical skill and confirming a customer's request can ensure that the customer gets what they have requested or ordered

- Listening activity: Mr. Watanabe



Slide 24

Slide No	Trainer Notes
24.	<p>Trainer elicits the importance of listening skills and confirming requests and orders.</p> <p>Activity: Students listen to the recording and circle the items that are mentioned in their Trainee Manuals. Students listen again and answer the questions 1 – 5 in the Trainee Manual. Students listen again and write in the missing words in the tape script in their Trainee Manuals.</p> <p>Answers: conference room, fax machine, computer, data projector and screen, whiteboard and two blue markers, translator, video recorder.</p> <p>1. 1620 2. Wednesday 3. Arabic 4. Repeats the request 5. Printing service</p> <p>Gap fill: Certainly Exactly Excellent</p> <p>Trainer asks students to practice the dialogue in pairs. Trainer monitors and provides support/feedback as needed.</p> <p>Activity: Trainer asks students to complete the confirming customer requests activity in the Trainee Manual.</p> <p>Answers:</p> <p>1. take 2. repeat 3. that's 4. confirm 5. would like</p>

Slide

Confirm customer's requests or orders

Taking orders over the telephone in your second language can be difficult. You cannot see the caller's face, or their gestures which, in a face-to-face situation, help you to understand what the person is saying.

- To check that you understand, and to show the caller you understand, you can:
 - Repeat information
 - Use language to show the caller you understand them.



Slide 25

Slide No	Trainer Notes
25.	<p>Trainer directs students to read the useful language section in the Trainee Manual and summarises as per the information in the slide.</p> <p>Activity: Trainer encourages students to read the 'Are you ready to order?' Instructions in the Trainee Manual. Students form groups of three or four and one student acts as the waiter/waitress while the other students choose items from the menu. The waiter takes down their orders and repeats the orders. Students check to see if the waiter/waitress is correct. Trainer monitors students and provides feedback as required.</p>

Slide

Check availability of bookings, if applicable

Whether organising a tour, booking a room or arranging a flight, numbers, dates and times are important for effective communication in English. You must be able to:

- Listen for numbers, dates and times effectively
- Pronounce numbers, dates and times clearly.



Slide 26

Slide No	Trainer Notes
26.	<p>Trainer outlines the importance of listening for and pronouncing numbers, dates and times as per the slide.</p> <p>Activity: Students complete the months of the year and dates activities in the Trainee Manual. In pairs, students take it in turns to read out dates while the other student circles the correct date on the calendar in the Trainee Manual. Students check their answers.</p> <p>Trainer focuses on the difference between ‘thirty’ and ‘thirteen’, ‘thirtieth’, ‘fifth’ etc.</p>

Slide

Check availability of bookings, if applicable

February

Mon	Tues	Wed	Thu	Fri	Sat	Sun
						1
2	3	4	5 Depart New York	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

Slide 27

Slide No	Trainer Notes
27.	<p>Activity: Trainer instructs students to read the itinerary information for a tourist travelling from New York to Vietnam in their Trainee Manual. Students fill the details in the calendar. Students check information in pairs. Students answer the four questions.</p> <p>Trainer checks answers with the class.</p> <p>Answer:</p> <p>1. Thursday 5th Feb 2. Monday 16th Feb 3. Friday 20th Feb 4. Sat 21st Feb</p>

Slide

Check availability of bookings, if applicable

Listening for specific information is a challenging skill in English but important.

- Mr. Smith is talking with a tour reservations officer
- Listen to the recording and fill in the gaps.



Slide 28

Slide No	Trainer Notes
28.	<p>Activity: Listening for specific information. Trainer asks students to read through the listening for specific information dialogue between Mr. Smith and a tour reservations officer. Students try to guess what information may fit in the gaps. Trainer checks their answers then plays the recording. Students fill in the gaps with the correct information. Students check their answers with their partner. Trainer plays the recording again and students check their answers.</p> <p>Answers:</p> <p>1. days 2. dates 3. January 4. Monday 5. West</p> <p>6. year 7. moment 8. morning 9. evening</p> <p>Students practice the dialogue in pairs and the trainer provides feedback as required. Students try to imitate stress, rhythm and intonation.</p>

Slide

Check availability of bookings, if applicable

Restaurant Reservation List: ____/____/2012

8:00 am	Jones 4 pax Ph: 999 6732 Winslrom 2 pax Ph: 212 9874 Seang 6 pax Ph: 321 9988	3:00	
8:30		3:30	
9:00	Manivane 3 pax Ph: 786 5463	4:00	
9:30		4:30	
10:00	Smith 8 pax Ph: 657 5434	5:00	
10:30		5:30	
11:00		6:00	
11:30		6:30	Phillips 3 pax Ph: 212 8756 Ching 12 pax Ph: 323 6574
12:00 PM		7:00 PM	Nightingale 4 pax Ph: 589 4829 Nguyen 6 pax Ph: 878 5621 Lister 3 pax Ph: 675 9994
12:30		7:30	
1:00		8:00	Evans 2 pax Ph: 655 7867
1:30		8:30	
2:00		9:00	
2:30		9:30	



Slide 29

Slide No	Trainer Notes
29.	<p>Activity: Trainer instructs students to fill in some information in the Restaurant reservations sheet in their Trainee Manual. They will have to create a name for the restaurant and enter the date.</p> <p>Students write in surname, number of people and phone number. They should complete at least five bookings on the sheet. Then students practice the sample dialogue. Student A is making the booking and Student B is taking the booking at the restaurant. Student B must check their reservation sheet to see if the booking times are available.</p> <p>Trainer monitors conversations and provides feedback as required.</p>

Slide

Note customer's details and ask customer to spell name and address, if appropriate

Being able to take a customer's or guests details is one of the most important skills when speaking on the telephone. Much of this information is similar and includes:

- Name, address, phone number and dates
- Listening for specific information and spelling are important skills.



Slide 30

Slide No	Trainer Notes									
30.	<p>Trainer explains the importance of getting customer details correct. Students read through the introduction in their Trainee Manual and discuss the reaction of guest or customers when their details are incorrect.</p> <p>Activity: Students complete the name activity in the Trainee Manual. Students think of other common names they know.</p> <p>Answers:</p> <table border="0"> <tr> <td>2. Miss Jessica Jones</td> <td>3. Mrs. Van Thi Nguyen (Vietnamese)</td> <td>4. Mr. angus McDonald (Scottish)</td> </tr> <tr> <td>5. Ms. Jacqueline Bouverie (French)</td> <td>6. Mr. Bruce Smith (Australian, English, American)</td> <td>7. Miss Sook Ae Kim (Korean)</td> </tr> <tr> <td>8. Mr. Alessandro Bortolotto (Italian)</td> <td>9. Mrs. Valentina Babkin (Russian)</td> <td>10. Mr. Heinrich Gerber (German)</td> </tr> </table>	2. Miss Jessica Jones	3. Mrs. Van Thi Nguyen (Vietnamese)	4. Mr. angus McDonald (Scottish)	5. Ms. Jacqueline Bouverie (French)	6. Mr. Bruce Smith (Australian, English, American)	7. Miss Sook Ae Kim (Korean)	8. Mr. Alessandro Bortolotto (Italian)	9. Mrs. Valentina Babkin (Russian)	10. Mr. Heinrich Gerber (German)
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Slide

Note customer's details and ask customer to spell name and address, if appropriate

Telephone Conversation between a Customer Service Officer and a Customer	
Customer service officer:	Good morning, Acme Computers.
Customer:	Good morning, I would like to buy a laptop case.
Customer service officer:	A what?
Customer:	A laptop case!
Customer services officer:	I have no idea what you are talking about. What is a laptop case?
Customer:	I don't have all day! How many times do I have to tell you what I want?
Customer services officer:	I can't understand you. We only sell laptop cases. You will have to call another company.
Customer service officer hangs up the phone.	

Slide 31

Slide No	Trainer Notes
31.	Trainer asks students to read the conversation on the slide or in their Trainee Manual. What is the problem?

Slide

Note customer's details and ask customer to spell name and address, if appropriate

Useful language

- Could you repeat that, please?
- Could you repeat that slowly, please?
- I'm sorry, I missed that.
- Sorry, I didn't catch that.
- I'm sorry?
- Excuse me?
- Do you mean...?
- Can you speak more slowly, please?
- Could you spell that?



Slide 32

Slide No	Trainer Notes
32.	<p>Trainer presents useful language to students as in the slide. Students practice saying the language focusing on pronunciation.</p> <p>Activity: Students read the practice dialogues in the Trainee Manuals and underline the words/phrases that show that the service industry worker is clarifying or checking the details. Students then practice the dialogues in pairs.</p> <p>Activity: Students rearrange the sentences in the correct grammatical structure. Trainer checks the sentences. Students discuss which sentences they think are the most polite and why. Direct = less polite. Indirect = more polite.</p>

Slide

Note customer's details and ask customer to spell name and address, if appropriate

Title	First/Given Name	Surname/Last Name	Phone Number
1.			
2.			
3.			
4.			
5.			

Slide 33

Slide No	Trainer Notes
33.	<p>Activity: Mingling exercise. Students fill in their own details in the Trainee Manual then mingle with other class members and ask questions to complete the survey. Trainer models questions with students. Students provide examples of other questions that could be used to get the information. Students should repeat the information.</p> <p>Model questions: What's your full name? What's your surname/last name? How do you spell that? Can I have your telephone number, please?</p>

Slide

Reconfirm details of bookings, requests or orders

When taking orders, requests or bookings on the telephone, you should:

- Listen for key words
- Take notes
- Ask the customer to spell information, if necessary
- Repeat the information back to the customer to confirm the information is correct.



Slide 34

Slide No	Trainer Notes
34.	<p>Trainer explains the need for students to listen carefully, take notes and confirm information when listening to information on the phone as per the slide.</p> <p>Activity: Guest registration. Students will listen to a recording of a guest and front desk receptionist. Trainer instructs students to read through the Guest Reservation Form first. Then students will listen to the recording and complete the form with the correct information. Students check their answers with their partner then listen again.</p> <p>Activity: Tape script. Trainer directs students to read the tape script in their Trainee Manuals and circle the language that the receptionist uses to confirm the request or booking. Trainer monitors students and encourages them to check with their partner. Students practice reading the dialogue in pairs.</p> <p>Trainer monitors and provides feedback as necessary.</p> <p>Activity: Students read the transcript and fill in the gaps with relevant information. They can put whatever information they like in the gaps as long as it makes sense. Student A is the receptionist and Student B is the guest. Trainer instructs students to practice the dialogue in pairs and then change roles.</p> <p>Trainer monitors and provides feedback as required.</p>

Slide

Reconfirm details of bookings, requests or orders

Guest Registration Form

CONFIRMATION NUMBER	
ARRIVAL DATE	
DEPARTURE DATE	
ARRIVAL TIME	
NO. ROOM (Number of rooms)	
ROOM TYPE	
ROOM RATE	
NO. OF GUESTS (Number of guests)	
ADVANCE DEPOSIT	
ROOM NO.(Room number)	
NO. OF NIGHTS	



Slide 35

Slide No	Trainer Notes
35.	Trainer plays recording and students listen. Students fill in the information in the guest registration form in their Trainee Manuals. Students check their answers using the tape script from their Trainee Manuals. (Tape script in next slide)

Slide

Reconfirm details of bookings, requests or orders

Hotel receptionist: Good morning, The Grand Hotel. How can I help you?
 Bob: Good morning. I'd like to book a room, please.
 Receptionist: Certainly, sir. Can I have your name, please?
 Bob: Bob Andrews, B-O-B A-N-D-R-E-W-S.
 Receptionist: Right. And when will you be arriving, sir?
 Bob: We're arriving on the 25th of this month and we'd like to stay for three nights.
 Receptionist: I see. Arriving on the 25th and leaving on the 28th.
 Bob: That's right.
 Receptionist: OK. A single room sir?
 Bob: Ah, no, double. For myself and my wife.
 Receptionist: Fine. Smoking or non-smoking?
 Bob: Uh, non-smoking. And could we have a room with a view, please? Last time we stayed at the Grand, we had a great view of the city.
 Receptionist: I understand. I can put you in a room with a city view. That's 250 a double per night including breakfast.
 Bob: OK. That's fine.
 Receptionist: And how will you be paying, sir?
 Bob: Ah, credit card.
 Receptionist: Right. Your credit card number please, sir?
 Bob: 4434 1234 5687 9920
 Receptionist: So that's 4434 1234 5687 9920.
 Bob: That's right.
 Receptionist: 750 will be charged to your card. And may I have your phone number please, sir?
 Bob: Ah, I'll give you my mobile, +61 416 330 220
 Receptionist: Right, that's +61 416 330 220. What time will you be arriving on 25th?
 Bob: About 4pm.
 Receptionist: Oh, fine. So that's a city view, non-smoking room for three nights from the 25th. Your confirmation number is RM200100. We'll look forward to seeing you then.
 Bob: Thank you.
 Receptionist: It's our pleasure, Mr. Andrews. Goodbye.

Slide 36

Slide No	Trainer Notes
36.	Trainer goes through tape script with students. Students complete the guest registration form. Students practice dialogue in pairs then change roles. Trainer monitors and provides feedback.

Slide

Thank the customer and say goodbye politely

When saying goodbye on the telephone, you should:

- Thank the customer
- Use there name or title (Sir or madam)
- Say goodbye politely
- Accept a compliment and respond appropriately.



Slide 37

Slide No	Trainer Notes
37.	<p>Trainer elicits the steps in saying goodbye including the information in the slide. Students read the compliments information in their Trainee Manuals and practice saying the responses. Trainer offers feedback as required.</p> <p>Activity: Students complete the compliment multiple choice activity in their Trainee Manuals. Trainer checks answers and elicits the most polite responses.</p> <p>Students practice saying goodbye politely in pairs.</p> <p>Answers: 1. d 2. c 3. b 4. b 5. a</p> <p>Activity: Students complete the matching activity in their Trainee Manuals. Trainer checks their responses and monitors their pronunciation.</p> <p>Answers: 1. c 2. d 3. e 4. f 5. b 6. a 7. h 8.g</p>

Slide

Element 3: make calls to place orders

Performance criteria for this Element are :

- 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.



Slide 38

Slide No	Trainer Notes
38.	<p>Trainer presents this element as per the information in the slide. Students read the practice dialogue in their Trainee Manuals and practice the dialogue in pairs. Trainer presents the useful language section and brainstorms other ways of stating the purpose of the call.</p> <p>Activity: Role plays – students use the practice dialogue and suggested models for stating purpose of the call to complete the role plays. Students use the context cards to practice dialogues. Trainer monitors and provides feedback as required. Trainer asks some students to present their dialogues in front of the class and students can provide feedback.</p>

Slide

Identify self and state purpose of the call

When making a call it is important to:

- Identify who you are
- Why you are calling
- This helps the person receiving the call to predict what you might be calling about and it is polite.



Slide 39

Slide No	Trainer Notes
39.	<p>Trainer presents this element as per the information in the slide. Students read the practice dialogue in their Trainee Manuals and practice the dialogue in pairs. Trainer presents the useful language section and brainstorms other ways of stating the purpose of the call.</p> <p>Activity: Role plays – students use the practice dialogue and suggested models for stating purpose of the call to complete the role plays. Students use the context cards to practice dialogues. Trainer monitors and provides feedback as required. Trainer asks some students to present their dialogues in front of the class and students can provide feedback.</p>

Slide

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

When making orders on the telephone, it is important to:

- Check details
 - Availability
 - Delivery times and costs
 - Dates/days for delivery day
 - Extra costs or conditions.



Slide 40

Slide No	Trainer Notes																
40.	<p>Trainer presents the information from the slide.</p> <p>Activity: Students complete the dialogue gap-fill in their Trainee Manuals. Trainer monitors and checks answers. Students then practice reading the dialogue in pairs. Students then answer the questions. Trainer monitors and checks answers.</p> <p>Answers(Gap-fill):</p> <table border="0"> <tr> <td>1. b</td> <td>2. h</td> <td>3. a</td> <td>4. d</td> <td>5. f</td> </tr> <tr> <td>6. e</td> <td>7. j</td> <td>8. g</td> <td>9. l</td> <td>10. c</td> </tr> </table> <p>Answers: (Questions):</p> <table border="0"> <tr> <td>1. Sally</td> <td>2. vegetables (10kgs carrots, 2 bags of potatoes, 8 boxes of mushrooms)</td> </tr> <tr> <td>3. 8am/3pm daily</td> <td>4. Wednesday 25th October</td> </tr> <tr> <td></td> <td>5. No</td> </tr> </table>	1. b	2. h	3. a	4. d	5. f	6. e	7. j	8. g	9. l	10. c	1. Sally	2. vegetables (10kgs carrots, 2 bags of potatoes, 8 boxes of mushrooms)	3. 8am/3pm daily	4. Wednesday 25th October		5. No
1. b	2. h	3. a	4. d	5. f													
6. e	7. j	8. g	9. l	10. c													
1. Sally	2. vegetables (10kgs carrots, 2 bags of potatoes, 8 boxes of mushrooms)																
3. 8am/3pm daily	4. Wednesday 25th October																
	5. No																

	<p>Trainer presents useful language: countable and uncountable nouns to students. Students read useful language section in their Trainee Manuals.</p> <p>Activity: Slap the board – Trainer divides the board into two sections (Countable and Uncountable). Trainer divides the class into two teams. The teams line up in two groups and the trainer reads out a noun from the Trainee Manual and students write the word in the correct column (Countable or uncountable). One point is awarded if the word is spelt correctly and is allocated in the correct column.</p> <p>Extension: students or trainer could add extra nouns.</p> <p>Answers: Countable – bottle, dish, bean, carrot, potato, cup, vegetable, dumpling, egg, drink</p> <p> Uncountable – coffee, oil, rice, soup, tea, syrup, salt, food, butter, sauce, pork, toast, juice, ice cream</p> <p>Activity: Students complete the Which Word exercise in their Trainee Manuals. Trainer monitors and provides feedback as needed.</p> <p>Answers: 1. many 2. any 3. much 4. a 5. many 6. much 7. A</p>
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Slide

Agree to terms and conditions

When ordering items or making bookings, there are often charges or terms and conditions that the supplier or service provider may outline. These could include:

- A deposit
- Delivery fees
- Full payment
- An account
- Certain times for delivery or pick up.



Slide 41

Slide No	Trainer Notes
41.	Trainer presents information from the slide and encourages students to think of other terms or conditions that may be required.

Slide

Agree to terms and conditions

- The modal verb 'must' (positive) and 'must not' (negative) is often used in terms and conditions.

Modal	Example	Use
Must	You must pay a deposit.	Obligation
	You must not copy the material.	Prohibition
Have to	You have to pay a deposit.	Obligation



Slide 42

Slide No

Trainer Notes

42.

Trainer presents slide to students and students read information in their Trainee Manual. Students discuss other situations or places where they may see 'must' or 'must not'. (Swimming pools, cinema, library, schools)

Activity: Students complete the practice activity in their Trainee Manuals. Trainer monitors and provides feedback as required.

Answers: 1. must 2. must not 3. must 4. must
 5. must not 6. must 7. must not 8. must

Activity: Modal search – Students read the terms and conditions from Tom Tom Travel in their Trainee Manuals and circle the modal verbs of obligation.

Activity: Accepting terms and conditions – Students complete the sentences with the correct response.

Answers: 1. Yes, I accept. 2. Yes 3. No, I don't agree 4. Ok
 5. That's fine 6. Yes, I agree 7. I'm not sure

Slide

Element 4: Handle customer complaints

Performance criteria for this Element are:

- 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.



Slide 44

Slide No	Trainer Notes
44.	Trainer presents performance criteria for the element as per the slide.

Slide

Listen to the nature of the complaint

Unfortunately, complaints in service industries are quite common and as a result dealing with a complaint effectively can turn a negative situation into a positive one. The first step in dealing with a complaint is to:

- LISTEN



Slide 45

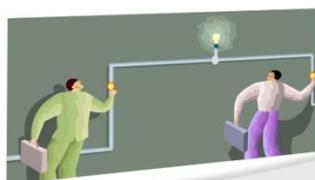
Slide No	Trainer Notes
45.	<p>Trainer introduces the importance of listening when dealing with complaints.</p> <p>Activity: Students listen to a recording between a customer and an Events officer and complete the questions in their Trainee Manual. Trainer monitors and replays the recording.</p> <p>Activity: Expressions - Trainer presents the information from the Trainee Manual explaining the need to respond quickly to a complaint. Students read the introduction and complete the exercise in their Trainee Manuals.</p> <p>Answers: 1. June 2. Tomorrow 3. Internet access 4. 3 times 5. Manager</p> <p>Trainer draws students' attention to the calm and polite manner in which the events officer responds to the customer.</p> <p>Activity: Trainer instructs students to complete the 'What's the problem?' matching exercise in their Trainee Manuals. Trainer checks answers with students and discusses other situations where an apology may be necessary. Students offer examples and give an appropriate response.</p> <p>Answers: 1. d 2. e 3. b 4. c 5. a</p> <p>Answers: 1. C 2. d 3. a 4. b</p>

Slide

Listen to the nature of the complaint

Question tags:

- Question tags are short questions added to the end of sentences. They are often used to:
 - Clarify information
 - Check understanding
 - Confirm an action has been taken.



Slide 46

Slide No	Trainer Notes
46.	<p>Trainer presents the information from the slide regarding questions tags. Students look at the examples in their Trainee Manuals and practice saying the examples. Trainer checks intonation and pronunciation. Trainer presents the Grammar Rules for Questions Tags from the Trainee Manual.</p> <p>Activity: students complete the question tag exercise in their Trainee Manuals.</p> <p>Answers: 1. is there? 2. don't you? 3. have you? 4. are they? 5. isn't it? 6. didn't you? 7. did you? 8. do they?</p>

Slide

Listen to the nature of the complaint

When dealing with a complaint:

- Let the customer know that you understand their feelings
- Offer a solution
- Summarise the details
- Apologise again
- Apologise.



Slide 47

Slide No	Trainer Notes
47.	<p>Trainer shows the slide.</p> <p>Activity: In pairs, students put the process above in the correct order. Students then check their Trainee Manuals for the correct order. Trainer presents the correct order and examples from the Trainee Manual.</p>

Slide

Acknowledge details of the complaint

When listening to a complaint, it is important to let the caller know that you understand the details of the complaint.

We do this by:

- Acknowledging the complaint
- Sympathising with the customer
- Using language to let the customer know we have heard their complaint
- Apologising.



Slide 48

Slide No

Trainer Notes

48.

Trainer presents the information from the slide. Trainer can review information from previous performance criteria and dialogue examples.

Activity: Running dictation – Trainer photocopies the conversation between a guest and receptionist from the Trainee Manual and sticks a copy on the wall outside the classroom. Students must keep their Trainee Manuals closed. Student A must go outside the classroom, read the conversation and repeat a summary of the conversation to Student B. Student B writes down the summary. Student A can go back and read the conversation as many times as needed. When the summary is completed, students read their summary to the class.

Trainer shows the questions from the next slide and students answer.

Slide

Acknowledge details of the complaint

Handling complaints

When a guest or customer makes a complaint it is important to respond quickly, so that the situation doesn't become worse.

Look at the dialogue between Frank and the front desk attendant again. Notice how the attendant handles the complaint.

"I see."

The receptionist shows he is listening and wants to understand the problem. He doesn't try to solve the problem straight away. He listens and waits until the guest has explained the problem.

"Of course, sir."

He shows he understands the customer's feelings. Using 'sir' also shows respect.

"I apologise for the error."

He apologises on behalf of the organisation. At all times, the receptionist is polite and respectful to the guest.

Slide 50

Slide No

Trainer Notes

50.

Trainer asks students to find examples in the previous dialogue that show the front desk attendant listens to the caller. Trainer presents this slide and goes through the information with students. How does the front desk attendant respond to the complaint? Does the attendant apologise?

Activity: Trainer reads out the various ways of apologising from the Trainee Manual. Students practice then stand up and mingle with other students using different apologies. They should apologise for something, for example: "I'm so sorry for being late." "I apologise for the mistake with your luggage". "I'm terribly sorry for keeping you waiting".

Slide

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

When responding to a mistake, it is important to:

- Listen
- Apologise
- Show you understand the problem
- Explain the process to solve the issue
- Get an agreement for the process from the customer.



Slide 51

Slide No	Trainer Notes
51.	<p>Trainer goes through the slide information with students and asks "Why is it important to explain the process and to get an agreement from the customer about the process?"</p> <p>Possible answer: It outlines to the customer that you will take action. If the customer agrees to the process then they should be happy with the outcome and they have been given a chance to offer their own suggestions.</p>

Slide

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



Customer says:	Response:
We want some water on our table now!	Certainly sir. Would you like still or sparkling water?
My taxi isn't here!	
We've been waiting for thirty minutes for our food!	
Can I use your phone?	
I don't have any clean towels in my room!	
My wife needs help with this bag!	
Thank you for the brochures.	

Slide 52

Slide No	Trainer Notes									
52.	<p>Trainer presents the slide and students read the situations.</p> <p>Activity: Trainer encourages students to offer their own responses. The class decides which are the best responses. Then students open their Trainee Manuals and look at the possible responses offered and match them with the customer statements.</p> <p>Answers: 2, 1, 6, 3, 5, 4</p> <p>Activity: Different types of complaints: In pairs or small groups, students brainstorm different complaints they have received or made. They share with the class and the trainer identifies common complaints. The trainer asks students who they would complain to in the situations they offered.</p> <p>Students open their Trainee Manuals and complete the 'Different types of complaints' matching exercise. Trainer monitors and offers feedback as required.</p> <p>There are different answers that are possible.</p> <p>Suggested answers:</p> <table border="0"> <tr> <td>1. front desk attendant</td> <td>2. food and beverage attendant</td> <td>3. room attendant</td> </tr> <tr> <td>4. passenger service officer</td> <td>5. front desk attendant</td> <td>6. Front office cashier</td> </tr> <tr> <td>7. tour reservations officer</td> <td>8. food and beverage attendant</td> <td></td> </tr> </table>	1. front desk attendant	2. food and beverage attendant	3. room attendant	4. passenger service officer	5. front desk attendant	6. Front office cashier	7. tour reservations officer	8. food and beverage attendant	
1. front desk attendant	2. food and beverage attendant	3. room attendant								
4. passenger service officer	5. front desk attendant	6. Front office cashier								
7. tour reservations officer	8. food and beverage attendant									

Slide

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

Discussion

In groups, discuss the following:

Have you ever had a bad experience while travelling?

What was it?

Was it someone else's fault or was it yours?

Who did you complain to?



Slide 53

Slide No

Trainer Notes

53.

Activity: Discussion – Students discuss the questions on the slide in groups. The trainer selects some groups to share their stories with the class.

Activity: Listening word search.

Slide

Listening word search

e	k	e	k	z	e	y	g	s	g	k	f	r	q	d
w	c	i	r	r	b	o	l	t	z	m	e	r	b	e
a	w	n	u	u	o	n	q	m	z	h	s	g	t	t
e	p	s	e	d	t	p	o	i	k	o	i	a	a	n
x	s	o	w	i	d	s	j	r	y	b	n	r	d	i
a	t	i	l	a	n	j	e	m	r	u	c	s	e	o
c	l	b	r	o	m	e	s	g	t	t	e	h	k	p
l	s	t	j	i	g	e	v	r	z	h	r	z	c	p
u	p	h	o	l	d	i	o	n	i	o	e	r	o	a
d	n	m	t	d	q	f	s	q	o	v	l	r	h	s
x	l	z	w	a	n	k	g	e	p	c	y	h	s	i
n	j	g	p	u	a	d	q	r	j	o	n	t	r	d
r	e	p	u	t	a	t	i	o	n	b	n	i	l	b
y	f	i	t	c	e	r	u	x	s	l	o	g	e	q
m	i	v	m	m	r	u	o	o	q	j	t	q	y	j



Slide 54

Slide No

Trainer Notes

54.

Activity: Listening word search. Trainer reads out one word and students search for the word from the slide. Words can go forwards, backwards, vertically or horizontally. When a student has found the word, they come to the board and show where it is located. If it is correct, they read out the next word. This requires the students to pronounce clearly, listen, read and write down what they hear. Trainer must make sure students don't see the other words.

Words: 1. apologise 2. assure 3. disappointed 4. gesture
 5. goodwill 6. inconvenience 7. rectify 8. reputation
 9. shocked 10. sincerely 11. unfortunate 12. uphold

Go to www.puzzlemaker.com to make more word searches and other quizzes.

Activity: Students use their dictionaries to match the words with their meanings in the Trainee Manuals.

Slide

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



Slide 55

Slide No	Trainer Notes
55.	<p>Activity: Trainer presents the slide with the picture of the 4X4 (four wheel drive) car. Trainer asks some questions. For example: What is the picture of? Have you been in a four wheel drive car? Where is the car? What is it doing in the desert?</p> <p>Students read the Difficult Situations text in their Trainee Manuals. When they have finished, students summarise the story and repeat to their partner. Students read the text again and underline the problems that the family might complain about. (various answers)</p> <p>Students read Mr. Smith's complaint and complete the missing words with the examples provided. Then they check which issues or problems Mr. Smith complains about. Students discuss their answers in groups.</p> <p>Answers: 1. dissatisfied 2. frustrated 3. disappointed 4. stress</p> <p> 5. shocked 6. unhappily 7. uncomfortable 8. annoyed</p> <p> 9. embarrassment 10. terrible</p> <p>Activity: Responding to the complaint – Students read the manager's response and identify how he responds. Students then answer the questions in their Trainee Manual.</p>

- Answers:**
1. Mistake, situation, problem
 2. Speak to the booking officer, meet with restaurant staff, meet with the tour guide
 3. firstly, And, Finally
 4. Yes. 'Yes, this should be fine.
 5. Students own response.

Extension activity: Trainer encourages students to practice the dialogues in pairs and read them aloud to the class.

Slide

Take action within parameters of job role to resolve the complaint

When responding to a complaint, it is important to:

- Offer a solution
- Only make promises that you can keep
- Refer the complaint to a manager, if you are not sure what to do.



Slide 56

Slide No	Trainer Notes
56.	<p>Trainer presents the slide to students and explains that you should never promise things that you do not have the authority to do.</p> <p>Activity: Students discuss the Job Role and Decision situations in their Trainee Manuals. There should be some different views. Students report back to the class and the class decides what each person can or can't do.</p> <p>Activity: Memory Game - Work in pairs: Trainer must print cards and cut them out on card. Trainer explains the rules. Students play the game.</p> <ol style="list-style-type: none"> 1. Card sets A and B are shuffled and laid face down in rows and columns on the table. 2. On each turn, you must turn over any two cards. If you have a complaint with an appropriate response, you can collect those cards and take another turn. 3. If the complaint and the response do not match, or if you get two complaints/responses, the cards are turned face-down again. 4. Be sure to always keep the cards in their original position so you can remember where the cards that have been already turned over are. 5. The game is finished when all of the complaints and responses have been matched. 6. The winner is the player who has collected the most cards.

Slide

Take action within parameters of job role to resolve the complaint

Future “I will”:

- An auxiliary verb
- Use will + present simple verb
- Short form ‘ll (I’ll, we’ll)
- Use will when you have just decided what to do
- Example: I’ll tell the manager as soon as she comes back.



Slide 57

Slide No	Trainer Notes
57.	<p>Trainer presents future form of will with information from the slide. Trainer explains that we use ‘will’ a lot in service industries.</p> <p>Activity: Students complete the short form of ‘will’ activity in their Trainee Manuals. Trainer goes through the example with students then they complete. Students check their answers with their partner.</p> <p>Answers: 1. I’ll 2. We’ll 3. I’ll 4. She’ll</p> <p>Activity: Get it right! – Trainer presents the example from the Trainee Manual. Students read the complaints and circle the correct answer. Trainer monitors and offers feedback as required. When completed, students practice the dialogues in pairs.</p> <p>Answers: 1. C 2. C 3. A 4. D 5. A 6. C 7. B</p> <p>Activity: Jumbled sentences – Trainer goes through the example with students from their Trainee Manuals. Students complete the sentences and practice saying them. Trainer monitors and checks grammar and pronunciation.</p> <p>Answers:</p> <ol style="list-style-type: none"> 2. The manager will see you right away. 3. I’ll see if there’s a room available for you. 4. I’ll make the booking for you now. 5. We’ll arrange a taxi for you at 6pm. 6. I’ll speak to the manager as soon as possible.

Slide

Refer the complaint to a supervisor if necessary

Sometimes you will be unable to make a decision to resolve a complaint because you do not have the authority. In this situation you must refer the complaint to a supervisor.

- Be polite
- Get your supervisor quickly
- Explain to your supervisor the details of the complaint.



Slide 58

Slide No	Trainer Notes
58.	<p>Trainer presents the information on the slide and elicits from students the need to be polite and why you might have to refer the complaint to a supervisor.</p> <p>Activity: Useful language – Students put the correct form of the verb in the gaps in their Trainee Manuals. Trainer monitors and checks answers.</p> <p>Answers: 1. wait, get 2. ask 3. waiting 4. hold, put 5. arrange, call</p> <p>Activity: Telephone Expressions – Students match the expression with the meaning in their Trainee Manuals. Trainer monitors and checks answers.</p> <p>Answers: a) 1 b) 13 c) 4 d) 9 e) 12 f) 5 g) 6 h) 3 i) 2 j) 7 k) 10 l) 11 m) 8</p> <p>Activity: Students complete the gaps with the correct information.</p> <p>Answers: 1) I'll put you through. 2. Get him to call me. 3. speaking, I'm returning your call 4. There's a bad connection, pardon</p> <p>Activity: Role play – Students read the role play cards and in pairs write appropriate dialogues for each situation. Students then practice the phone conversations in pairs. The Trainer monitors and provides feedback as necessary focusing on pronunciation, politeness, vocabulary and grammar. Students swap roles and repeat the conversations. Students can perform one role-play in front of the class.</p>

Slide

Follow up by completing all necessary paperwork

When dealing with a complaint, you may have to complete some paperwork to document the complaint details and action taken. Complaint details may include:

- Time and date
- Customer name and Employee name
- Complaint or problem details
- Action taken
- Follow-up needed.



Slide 59

Slide No	Trainer Notes						
59.	<p>Trainer presents the information from the slide and explains the information that may be required for completing supporting documents.</p> <p>Activity: Complaint form – Students read the complaint form in their Trainee Manuals and complete the questions. Then they check with their partner. Trainer monitors and provides feedback as appropriate.</p> <p>Answers:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. Adam Anthony Smith</td> <td style="width: 50%;">2. 12th April, 2012</td> </tr> <tr> <td>3. Front Desk attendant</td> <td>4. No A/C in tour bus</td> </tr> <tr> <td colspan="2">5. Apologised, rang tour company, informed supervisor</td> </tr> </table> <p>Activity: Complete a complaint form – Trainer explains that students will choose a complaint and complete the complaint form in their Trainee Manuals. They will have to include some of their own information including, date, time, their name, position, action taken. Students then report the problem to their partner explaining the issue and what action was taken. Trainer monitors and provides feedback.</p>	1. Adam Anthony Smith	2. 12 th April, 2012	3. Front Desk attendant	4. No A/C in tour bus	5. Apologised, rang tour company, informed supervisor	
1. Adam Anthony Smith	2. 12 th April, 2012						
3. Front Desk attendant	4. No A/C in tour bus						
5. Apologised, rang tour company, informed supervisor							

Slide

Element 5: Make complaints

Performance criteria for this Element are:

- 5.1 Identify self and reason for calling
- 5.2 State facts about a problem or solution
- 5.3 State calmly how the problem or situation may be resolved.



Slide 60

Slide No	Trainer Notes
60.	Trainer presents the information from the slide and explains the performance criteria for this element.

Slide

Make complaints -Identify self and reason for calling

Making a complaint is often necessary in a service industry and when making a complaint it is important to:

- Be polite
- State who you are and where you work or are calling from
- Speak clearly
- Spell effectively.



Slide 61

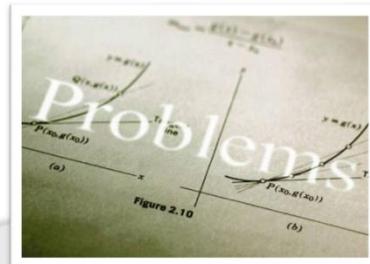
Slide No	Trainer Notes
61.	<p>Trainer presents the information from the slide and students add other suggestions that they think may be needed.</p> <p>Activity: Choose your complaint – Trainer asks students to work in pairs. Students take it in turns to read some information from the box provided in their Trainee Manuals. Trainer uses the example to prepare students. While one student provides the information, the other student must not look at their Trainee Manual. They must listen for the information and write it down. When they have practiced a few times, students swap roles.</p> <p>Students then create some names and complaints and practice with this information. Trainer monitors and provides feedback as necessary.</p>

Slide

State facts about a problem or situation

When making a complaint, it is important to outline all of the details clearly so that the listener is able to respond to all parts of the complaint. When making a complaint you need to:

- Speak clearly and calmly
- Outline each problem or detail in order of how it happened
- Use sequencing words
- Spell effectively.



Slide 62

Slide No	Trainer Notes
62.	<p>Trainer presents the information from the slide outlining the main points.</p> <p>Activity: Sequencing or signal words – Students complete the gap-fill with the sequence words in their Trainee Manuals.</p> <p>Answer: 1. Firstly 2. Secondly 3. Finally</p> <p>Activity: Shaking hands – Students put the sequence into the correct order then discuss their answers with their partner. Trainer goes through the correct order with students.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1. To begin with, make eye contact with the other person and lift your whole right arm. 2. Next, extend your right arm towards the other person, with your hand vertically straight and your thumb up. 3. When the other person offers his hand, hold it completely in yours. 4. Then, give his hand a gentle squeeze. 5. After that, give 3-4 shakes up and down. 6. Finally, let go of the person's hand. <p>Activity: Role play Complaint menu – Trainer presents the activity. Students read the neighbour complaint menu first and try to add other common complaints about neighbours. Trainer arranges students into groups of three. Student groups add extra complaints to each menu. Students then prepare short dialogues/conversations for the complaints. Trainer presents the example dialogue in the Trainee Manual to students and the sequence word examples. Students write dialogues and practice in their groups. They then present to the class one of the role-plays.</p>

Slide

State facts about a problem or situation

Read the questions below and discuss in groups of three or four.

1. Would you complain if you received poor service at a restaurant? Why or why not?
2. Would you complain to your boss about regularly working too many night shifts?
3. How often do you complain?
4. What are five reasons why people complain?
5. When you make a complaint, what are your expectations?



Slide 63

Slide No

Trainer Notes

63.

Trainer presents the questions from the slide.

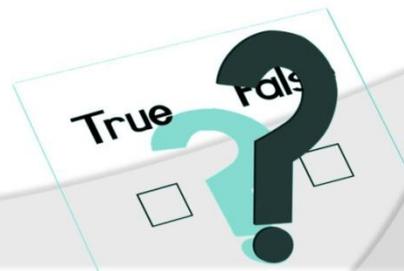
Activity: Students discuss questions in groups and offer responses to the class. Trainer provides feedback as necessary. Trainer encourages students to agree on the 5 top reasons why people complain.

Slide

State calmly how the problem or situation may be resolved

In many complaint situations, people often complain without knowing what they want or need to resolve the problem. When making a complaint, you should:

- Clearly outline the details of the complaint
- Identify what can be done to resolve the problem
- Make sure the requests you make are realistic and achievable.



Slide 64

Slide No	Trainer Notes
64.	<p>Trainer presents the information from the slide and explains that any action to solve a complaint must be realistic.</p> <p>Activity: Matching exercise – Students match the solution to the problem/complaint. Trainer checks answers and elicits other possible solutions from students. Students discuss if the solutions are appropriate or not.</p> <p>Answers: 1. d 2. c 3. f 4. a 5. b 6. h 7. g 8. e</p> <p>Activity: Useful language – Trainer divides the class into two groups and groups line up in front of the board. Trainer writes Polite and Impolite on the board. The trainer reads out one expression and one student from each team runs to the board and slaps polite or impolite depending what they think. Students discuss and if correct one point goes to the team who answered correctly first.</p> <p>Direct expressions (Get me, give me...) = impolite and indirect expressions (I would like, Can I speak..., please) = polite.</p> <p>Activity: Role Plays – Students read the situations in their Trainee Manuals and they write dialogues using previously taught language. Trainees practice dialogues in pairs and trainer monitors and provides feedback as necessary. Students perform role plays in front of the class. Trainer could use these role plays as assessment items. Trainer should assess: pronunciation, politeness, calmness, apologising, stating details clearly, confirming details, etc. Students must swap roles. Trainer provides feedback as appropriate.</p>

Slide

**Finish:
Thank you!**



65

Slide No	Trainer Notes
65.	This is the conclusion of the subject. Thank the audience and deliver assessments as required.

Recommended training equipment

Full range of equipment which may include lap top computer, data projector, overhead projector, white boards, chalk boards, photocopier, DVD player, TV screen, internet access and CD player.

Consumables – such as white board markers and eraser, white board cleaner, overhead pens, transparencies, paper, butcher's paper, and industry materials relevant to the training topic.

Sample session plans including blank pro-formas and completed examples of session plans for both theory-based and practical training sessions.

Sample training materials such as handouts, case studies, exercises, workplace manuals, workplace policies and procedures, DVD's, internet downloads, menus, advertising materials, schedules, price lists, brochures.

Instructions for Trainers for using PowerPoint – Presenter View

Connect your laptop or computer to your projector equipment as per manufacturers' instructions.

In PowerPoint, on the **Slide Show** menu, click **Set Up Show**.

Under Multiple monitors, select the Show Presenter View check box.

In the **Display slide show** on list, click the monitor you want the slide show presentation to appear on.

Source: <http://office.microsoft.com>

Note:

In Presenter View:

You see your notes and have full control of the presentation

Your trainees only see the slide projected on to the screen

More Information

You can obtain more information on how to use PowerPoint from the Microsoft Online Help Centre, available at:

<http://office.microsoft.com/training/training.aspx?AssetID=RC011298761033>

Note Regarding Currency of URLs

Please note that where references have been made to URLs in these training resources trainers will need to verify that the resource or document referred to is still current on the internet. Trainers should endeavor, where possible, to source similar alternative examples of material where it is found that either the website or the document in question is no longer available online.

Appendix 1 – Card matching

Card Set A

1.

You work in a duty free shop at the airport. A customer buys some perfume, but complains when you give him the wrong change.



2.

You work at the ticketing reservations office and a customer complains because he had to queue for two hours to buy a ticket.



3.

You are working at the front desk of a five star hotel. A guest telephones to complain that he can't sleep properly because of the noisy family in the next room.



4.

You are a food and beverage attendant. A customer complains because the curry meatballs he ordered are not cooked inside.



5.

You work at the airport as a passenger services officer. A customer complains because his bags were badly damaged.



6.

You work for a car hire company at the airport. A customer complains because the car he hired suddenly stopped during their drive to the coast. The fuel gauge was not working properly.



7.

You are a flight attendant. A passenger is hit in the shoulder during the flight from Istanbul to Riyadh because of turbulence.



8.

You are working as a tourist information center officer and a tourist rings to complain that you gave him the wrong information about the opening times at the museum.



9.

You are working as a meeting and events officer. A customer, who wants to book a stand (a booth) at the exhibition, complains because you have not answered his email.



10.

You are a sales and marketing representative. A customer rings to complain that the newspaper advertisements he paid for were too small.



Card set B

A.

I'm extremely sorry. I will get the assistant chef to cook you a different dish.



B.

I'm sorry about that. I will email you straight away with the details.



C.

I'm very sorry for the inconvenience. I will organize new tickets for you immediately.



D.

I apologize for the error. I will fix the problem straight away and run the advertisements again in tomorrow's newspaper.



E.

I'm sorry about the mistake, sir. Here is the correct change.



F.

I do apologize. I will ask the manager if we can give you your money back for the car hire.



G.

I'm sorry about the error. We were not told about the changes in the opening times.



H.

I'm very sorry. I will see what can be done about your bags.



I.

I'm sorry about the noise. I will see what I can do straight away.



J.

I'm terribly sorry that happened to you. I will see what we can do to find a doctor to help you.



Appendix 2 – ASEAN acronyms

AADCP	ASEAN – Australia Development Cooperation Program.
ACCSTP	ASEAN Common Competency Standards for Tourism Professionals.
AEC	ASEAN Economic Community.
AMS	ASEAN Member States.
ASEAN	Association of Southeast Asian Nations.
ASEC	ASEAN Secretariat.
ATM	ASEAN Tourism Ministers.
ATPMC	ASEAN Tourism Professionals Monitoring Committee.
ATPRS	ASEAN Tourism Professional Registration System.
ATFTMD	ASEAN Task Force on Tourism Manpower Development.
CATC	Common ASEAN Tourism Curriculum.
MRA	Mutual Recognition Arrangement.
MTCO	Mekong Tourism Coordinating office.
NTO	National Tourism Organisation.
NTPB	National Tourism Professional Board.
RQFSRS	Regional Qualifications Framework and Skills Recognition System.
TPCB	Tourism Professional Certification Board.

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