

Unit Standard 13930

Activity 1 (communication, SO1, AC1-4; SO2, AC1-3)

This is a group activity. Role Play 1.

Get 2 telephones in the classroom. Two learners do the role play. One learner is the client, phoning in with a query; the other learner is the receptionist and answers the phone. The query can be anything, even related to the learnership.

The rest of the group analyses the response of the receptionist.

Did the receptionist:

- ✓ Adjust Own Tone, Pitch And Volume
- ✓ Extract The Main Idea From Listener's Verbal Communication
- ✓ Ask Questions
- ✓ Provide information in response to a listener's request
- ✓ Clarify Appropriate Information In Plain Language.
- ✓ Check The Listener's Interpretation Of The Information
- ✓ Describe and Explain a Range Of Relevant Options.
- ✓ Reach Consensus On The Most Viable Option
- ✓ Outline The Proper Procedure To Be Followed
- ✓ Record The Main Idea And Supporting Details
- ✓ Record Accurate File Notes
 - Date
 - Problem/s
 - Action plan
 - Follow up dates
 - Follow up procedures
 - Who is responsible for the follow up
 - Feedback to and from the listener
 - And any other relevant information

Repeat the role play with two other members of the class.

Did the receptionist:

- ✓ Adjust own tone, pitch and volume
- ✓ Extract the main idea from listener's verbal communication
- ✓ Ask questions
- ✓ Provide information in response to a listener's request
- ✓ Clarify appropriate information in plain language.
- ✓ Check the listener's interpretation of the information
- ✓ Describe and explain a range of relevant options.
- ✓ Reach consensus on the most viable option
- ✓ Outline the proper procedure to be followed
- ✓ Record the main idea and supporting details
- ✓ Record accurate file notes
 - Date

- Problem/s
- Action plan
- Follow up dates
- Follow up procedures
- Who is responsible for the follow up
- Feedback to and from the listener
- And any other relevant information

Role play 2

Arrange the classroom to simulate a reception area with a reception desk, and 3 chairs as a waiting area.

This role play requires 4 learners:

- ✓ One learner sits behind the desk as the receptionist
- ✓ The second enters pretending to be a client with a query. This can be any query.
- ✓ The third learner is the supervisor that has to be contacted with the query.
- ✓ The fourth learner is the messenger with a delivery.

The second learner enters with a query that the receptionist has to call the supervisor for. The supervisor takes a couple of minutes to arrive.

The fourth learner enters with a delivery.

The rest of the class evaluates the receptionist and the supervisor as follows:

Receptionist: did the receptionist receive the client according to the organisational standards

- ✓ Did s/he greet the visitor,
- ✓ Adjust own tone, pitch and volume
- ✓ Extract the main idea from listener's verbal communication
- ✓ Ask questions
- ✓ Provide information in response to a listener's request
- ✓ Request the visitor to take a seat while waiting for the supervisor
- ✓ Process deliveries according to organisation standards

Supervisor: did the supervisor receive the client according to the organisational standards

- ✓ Did s/he greet the visitor,
- ✓ Adjust own tone, pitch and volume
- ✓ Extract the main idea from listener's verbal communication
- ✓ Ask questions
- ✓ Provide information in response to a listener's request
- ✓ Clarify appropriate information in plain language.
- ✓ Check the listener's interpretation of the information
- ✓ Describe and explain a range of relevant options.
- ✓ Reach consensus on the most viable option
- ✓ Outline the proper procedure to be followed
- ✓ Record the main idea and supporting details

After the role play, the entire class evaluates the role play, paying specific attention to:

- ✓ Identify areas of non-conformance
- ✓ Suggest remedial action

- ✓ Communicate areas of improvement

Redo the role play with 4 different learners

Receptionist: did the receptionist receive the client according to the organisational standards

- ✓ Did s/he greet the visitor,
- ✓ Adjust own tone, pitch and volume
- ✓ Extract the main idea from listener's verbal communication
- ✓ Ask questions
- ✓ Provide information in response to a listener's request
- ✓ Request the visitor to take a seat while waiting for the supervisor
- ✓ Process deliveries according to organisation standards

Supervisor: did the supervisor receive the client according to the organisational standards

- ✓ Did s/he greet the visitor,
- ✓ Adjust own tone, pitch and volume
- ✓ Extract the main idea from listener's verbal communication
- ✓ Ask questions
- ✓ Provide information in response to a listener's request
- ✓ Clarify appropriate information in plain language.
- ✓ Check the listener's interpretation of the information
- ✓ Describe and explain a range of relevant options.
- ✓ Reach consensus on the most viable option
- ✓ Outline the proper procedure to be followed
- ✓ Record the main idea and supporting details

After the role play, the entire class evaluates the role play, paying specific attention to:

- ✓ Identify areas of non-conformance
- ✓ Suggest remedial action
- ✓ Communicate areas of improvement

Activity 2 (Coaching; SO3, AC1-4)

This is a group activity.

1. Create your own questionnaire of at least 10 questions for the reception area
 - ✓ The learners who were the clients during role play 1 and 2 have to complete the questionnaire.
 - ✓ Discuss the questionnaires and the implications thereof for the organisation – which areas need improvement?
2. In groups, discuss at least three unpleasant experiences you've had at any reception area.
 - ✓ Complete the questionnaires for these experiences – at least six questionnaires
 - ✓ Discuss the questionnaires and the implications thereof for the organisation – which areas need improvement?

Role play 3

This role play requires 2 learners: one to act as the coach and one to act as the receptionist.

The coach uses the steps involved in coaching to show the receptionist how to answer the telephone and get the needed details from the client, after which the query must be escalated.

The rest of the class evaluates the coach as follows:

Did the coach:

1. Demonstrate the task:

- Explain the task in appropriate language whilst demonstrating it
- Pace the demonstration to match learners' needs
- Ensure the demonstration of the task complies with standard procedures.
- Allow the trainee to practises carrying out the task.
- Ensuring that tasks are sequenced in a logical manner
- Ensuring tasks are appropriate to learners' needs
- Checking learners' understanding of the task
- Modifying task instructions according to learners' needs
- Providing supplementary information to learners to reinforce key learning points
- Orientating learners to the availability of resources

2. Give feedback and review progress:

• Make the feedback **specific** – related to behaviour

- Consider the **timing**, either before the event in the form of advice, or immediately after as constructive (positive) feedback or reinforcement.
- Consider the **needs** of the person receiving the feedback as well as why you are doing it.
- Focus on **behaviour** that can be improved.
- Focus on the **problem** not the person.
- Define the **impact** the performance/behaviour has on the team, the business, the individual.
- Use "**I**" **rather than "you"** statements to reduce defensiveness.
- Ensure **clear communication** has occurred.
- Give feedback in a **calm** way, not allowing emotions to influence your language, tone or body language.

Repeat the role play, with two different learners.

Did the coach:

1. Demonstrate the task:

- Explain the task in appropriate language whilst demonstrating it
- Pace the demonstration to match learners' needs
- Ensure the demonstration of the task complies with standard procedures.

2. Allow the trainee to practises carrying out the task.

- Ensuring that tasks are sequenced in a logical manner
- Ensuring tasks are appropriate to learners' needs
- Checking learners' understanding of the task

- Modifying task instructions according to learners' needs
 - Providing supplementary information to learners to reinforce key learning points
 - Orientating learners to the availability of resources
3. Give feedback and review progress:
- Make the feedback **specific** – related to behaviour
 - Consider the **timing**, either before the event in the form of advice, or immediately after as constructive (positive) feedback or reinforcement.
 - Consider the **needs** of the person receiving the feedback as well as why you are doing it.
 - Focus on **behaviour** that can be improved.
 - Focus on the **problem** not the person.
 - Define the **impact** the performance/behaviour has on the team, the business, the individual.
 - Use "**I**" rather than "**you**" statements to reduce defensiveness.
 - Ensure **clear communication** has occurred.
 - Give feedback in a **calm** way, not allowing emotions to influence your language, tone or body language.

In a group, discuss lessons that you have learnt during the role play about the treatment of customers.

