**NZQA**

**Approved**

EXPIRED

Achievement standard: 90971 Version 3

Standard title: Take action to enhance an aspect of personal well-being

Level: 1

Credits: 3

Resource title: Face of the company

Resource reference: Health VP-1.1 v2

Vocational pathway: Services Industries

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| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-02-2015-90971-02-7248 |
| Authenticity of evidence | Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material.Using this assessment resource without modification may mean that learners’ work is not authentic. Assessors/ educators may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

Vocational Pathway Assessment Resource

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Learner instructions

# Introduction

This assessment activity requires you to take action to enhance an aspect of your personal well-being so you will be better prepared to work as a tour guide. You will implement and evaluate a specific, measurable, achievable, realistic and time framed (SMART) health-related action plan.

You are going to be assessed on how comprehensively you take action to enhance an aspect of your personal well-being. You are required to describe a SMART personal health-related goal, and develop a coherent and well-connected action plan, implement the plan, and show critical insight in your evaluation.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt and achieve success in this standard.

Assessor/educator note: It is expected that the assessor/educator will read the learner instructions and modify them if necessary to suit their learners.

# Task

A tour guide is often the first point of contact for clients. As the face of the company, there is an expectation that you will be knowledgeable, personable, responsible, and confident. It is essential that you perform well so that clients have a positive and fulfilling experience, one which they consider to be value for money and would want to either repeat or recommend to others. Your ability to communicate and interact with clients will have a significant economic impact on the company you represent.

## Part 1: Plan

### Identify challenges to your well-being

First consider the aspects of your well-being that can be enhanced to enable you to be more employable and successful in your future career.

Consider the possible challenges of working as a tour guide in the tourism industry. Read the examples of challenges provided in Resource A.

Brainstorm how these challenges could affect your personal well-being.

### Choose a goal

Using information from your brainstorm, choose a health-related goal to help you enhance your personal well-being, so you are better prepared to work as a tour guide. Health-related areas about which you might develop a goal include:

* improving your physical fitness, for example through healthy eating patterns, regular exercise, requirements for sleep and rest
* increasing your use of effective interpersonal communication skills so that when working you will be able to confidently and assertively communicate with workmates and management as well as with clients
* developing strategies to cope with stress
* improving your relationships with others.

### Describe a SMART goal and develop an action plan that will enable you to achieve your goal

In your action plan, include descriptions of the following:

* a SMART goal (the timeframe is a minimum of three weeks)
* how aspects of your well-being will be enhanced by achieving this goal (you should include at least two dimensions of hauora)
* possible barriers that could hinder the achievement of your goal and how you will overcome these barriers
* possible enablers (resources) that could help you achieve your goal
* three or more important and essential actions to be taken (these will make use of enablers and help to overcome barriers) in order to achieve your SMART goal (the actions should be placed in a logical order)
* what you will monitor or measure as you implement your action plan to ensure you are on track to achieve your goal.

For Excellence you need to provide a coherent and well-connected plan that includes critical steps for achieving the health goal.

## Part 2: Implement

You must implement your action plan for a minimum of three weeks.

Record the implementation of your action plan. Keep a progress log as you work through your action plan. Make regular entries in a log that outlines your progress towards your goal. Remember to record any deviations or changes that occurred from your initial plan.

Assessor/educator note: You might need to alter this format and instructions about the progress log if a different log such as a blog or audio/video diary is used by the learners.

Include in your progress log:

* date of the action
* description of what happened
* who or what helped (enablers)
* what problems arose (barriers)
* your thoughts and/or feelings about progress towards your goal.

## Part 3: Evaluate the implementation of your action plan

Using your log entries present an evaluation that shows critical insight in explanations of:

* actions that were successful and reasons why
* actions that were not so successful and reasons why
* enablers that arose during the implementation process and how you made use of them, or how you made better use of them
* barriers that arose during the implementation process and how they hindered you achieving your goal and/or how you overcame them
* whether you achieved your goal partially, fully, or not at all, and why
* recommendations for future action: what would you do differently or what would you repeat and why
* what you learnt about yourself by taking this action that will help you in the future
* how your well-being has been enhanced by taking this action
* how you will be better prepared to work as a tour guide.

Submit all of your completed materials to your assessor/educator including your SMART goal and action plan, progress log and evaluation.

# Resource A

When working as a tour guide in the tourism industry, general expectations could challenge your well-being. For example you will need to:

* be well-presented and communicate well
* show self-confidence
* show leadership, time management and organisational skills
* have a friendly and professional approach and relate well to a wide range of people
* think quickly to anticipate or respond to customers’ needs, taking into account different clients' abilities
* have a reasonable level of physical fitness
* be able to handle tricky situations quickly and diplomatically
* have an in-depth knowledge of and passion for the activity/experience
* have public speaking and presentation skills so you can get your enthusiasm across to the group; such passion can be contagious and inspiring, and make the experience really come alive for tourists.

You may also need to:

* work in the evenings, do shift work or work holidays and weekends
* organise bookings, transport, food and accommodation
* work outside in all weather conditions.

These questions will help you to determine if your goal is SMART:

* Is it specific? Who is involved? What is to be achieved? When? Where? Why? How? A specific goal will answer all of those questions. Can you describe your goal simply and clearly to your assessor/educator?
* Is it measurable? A goal is measurable if you can measure the results. How will you measure your progress toward your goal? How will you know when you have accomplished that goal?
* Is it achievable and realistic? Do you have the knowledge, skill set, ability, time, resources, or genuine desire and motivation to achieve your goal?
* Is it time-framed? Does your goal have milestones/target dates, including a completion date?

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Assessor/Educator guidelines

# Introduction

The following guidelines are supplied to enable assessors/educators to carry out valid and consistent assessment using this internal assessment resource.

As with all assessment resources, education providers will need to follow their own quality control processes. Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material. Using this assessment resource without modification may mean that learners' work is not authentic. The assessor/educator may need to change figures, measurements or data sources or set a different context or topic. Assessors/educators need to consider the local context in which learning is taking place and its relevance for learners.

Assessors/educators need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

# Context/setting

This activity requires learners to take comprehensive action to enhance an aspect of their personal well-being. The learner is required to describe a SMART personal health-related goal, and develop a coherent and well-connected action plan, implement the plan, and show critical insight in their evaluation. The goal they select is to assist them to meet the challenges of being the ‘face of the company’ where the focus is ensuring that clients have a positive and fulfilling experience, one which they consider to be value for money and would want to either repeat or recommend to others.

# Conditions

All work will be undertaken individually.

Provide guidance to ensure that the learner’s choice of aspect, health-related goal, and possible actions are appropriate, and that the goal reflects the features of SMART goal setting.

The action must be sustained over a minimum of three weeks (21 days).

Regularly view and sign off log entries to monitor progress.

# Resource requirements

Access to the internet (if applicable).

# Additional information

The concept of hauora is used to explore the inter-related aspects of well-being. In health education, hauora is related to the Te Whare Tapa Wha model:

* taha whānau (social well-being)
* taha hinengaro (mental and emotional well-being)
* taha wairua (spiritual well-being)
* taha tinana (physical well-being)

## Well-being/hauora

<http://health.tki.org.nz/Teaching-in-HPE/Curriculum-statement/Underlying-concepts/Well-being-hauora>

## Helping New Zealanders stay well

<https://www.healthed.govt.nz/>

## Healthy work: managing stress in the workplace

<http://www.business.govt.nz/healthandsafetygroup/information-guidance/all-guidance-items/healthy-work-managing-stress-and-fatigue-in-the-workplace-1/stressfatigue.pdf>

## Customer service in the tourism industry

<http://www.tepapa.govt.nz/SiteCollectionDocuments/NationalServices/Resources/ResourceGuides/CustomerServiceResourceGuide.pdf>

<http://www.experiencenz.com/guided-tour-comments.cfm>

<http://www.col.org/SiteCollectionDocuments/VUSSC_Tour_Guiding.pdf>

# Assessment schedule: Health 90971 – Face of the company

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner takes action to enhance an aspect of personal well-being to be better prepared to work as a tour guide by: * developing and documenting a health-related SMART goal and a workable action plan
* implementing the plan for a minimum of 3 weeks
* providing some supporting evidence of implementation for aspects of the plan
* reflecting on the implementation of the action plan in the evaluation

For example, the learner:* + Describes a goal: *To improve my level of confidence when speaking publicly so that I can successfully take a small group of visitors around … in three weeks’ time.*
	+ Develops a plan of action: *I need to develop a script of what I am going to say. I need to practice this at home by myself, develop strategies on ways of controlling physical reactions like feeling sick when I have to get up to speak in public.*
	+ Describes possible barriers: *I do not know what to say in my speech, everyone is busy at home and they might not have time to listen to my talk.*
	+ Describes possible enablers: *My assessor/educator might help me to find out information about the tour, having a support friend who will come round and listen to my speech.*
	+ Provides evidence of implementation: *I told Dad about my goal and he will help me in the evenings. I went online tonight and got lots of information about the tour, I feel more confident now.*
	+ Reflects on the implementation: *Having my speech written well ahead of time allowed me to rehearse, which meant I was more confident and didn’t make many mistakes. I was surprised by the good information that the company had online and it really helped me to have the right information. Practising what I was going to say every second night meant I learnt it off by heart and that really helped.*

*The above expected learner responses are indicative only and relate to just part of what is required.* | The learner takes detailed action to enhance an aspect of personal well-being to be better prepared to work as a tour guide by:* developing a plan that is coherent, connected, and contains actions/steps that are clearly related to the health goal
* providing supporting evidence of implementation of the plan
* evaluating the implementation related to the plan

For example, the learner:* + Describes a goal: *To improve my level of confidence when speaking publicly so that I can successfully take a small group of visitors around … in three weeks’ time. In week one I will decide what I need to say; week two rehearse tour talk and delivery by myself and with my family at home; week three rehearse in front of the other learners and my assessor/educator, plus a trial audience before I deliver to the tour group.*
	+ Develops a detailed plan of action including actions that are important to attend to and are ordered logically: *Research background information on the tour and develop a script. Get the script checked by my assessor/educator. Find out about breathing exercises and techniques to relax. Learn the script and practise at home in front of Dad or a friend using the exercises and techniques. Have trial runs with the class and another audience and get feedback on what I can improve.*
	+ Describes possible barriers: *I do not have any brochures or information about the company to develop my script from. My family and friends might not be interested in listening to my speech or they might not know how to give me advice.*
	+ Describes possible enablers: *I could arrange to visit the company at a weekend to pick up some brochures and ask any questions. I could ask my sister who does speech and drama to show me some breathing exercises.*
	+ Provides evidence of implementation: *I was annoyed that I couldn’t find information on the tour company’s website and I will have to visit them at the weekend. Having my speech checked by my assessor/educator means I know I have all the right information and now I can learn it. When I practised speaking before in front of family members I discovered that they were not going to make me feel small or silly. By breathing, pausing and not talking too fast I found that I was easily understood.*
	+ Evaluates the implementation: *I personally did not feel as though I have fully achieved my goal, because I felt a little anxious when I had to do my speech in front of the tour group, but the audience liked it and gave me good feedback, as did my assessor/educator. Having my speech written well ahead of time allowed me to show it to my assessor/educator and make the changes needed. I also was able to rehearse it every second night at home and learn it by heart which meant I was more confident and didn’t make many mistakes on the day. I enjoyed visiting the company and I knew I had the right information, it took a bit of courage but ringing first and explaining the information I needed helped. Also because I had met them I felt less nervous seeing them again on the day of the speech. Practising what I was going to say every second night meant I learnt it off by heart and that really helped.*

*The above expected learner responses are indicative only and relate to just part of what is required.* | The learner takes comprehensive action to enhance an aspect of personal well-being to be better prepared to work as a tour guide by:* developing a plan that is coherent and well-connected and contains critical actions/steps for achieving the health goal
* providing extensive supporting evidence of implementation for all aspects of the plan
* showing critical insight in their evaluation of the implementation

For example, the learner:* + Develops a coherent, well-connected plan that contains critical actions/steps for achieving the health goal. To maximise chances of success key barriers have been included and it has been made clear how the barriers will be overcome. Also details have been included of how enablers will be effectively used to support the goal being achieved. Within the plan, details of resources (human and non-human) that are required are provided. Milestones might be set to be achieved at certain points during implementation.
	+ Provides detailed and extensive supporting evidence of implementation for all aspects of the plan. The learner shows how reactive he/she is in terms of what is happening and the plan that has been made. For example, if actions/steps are not being effective in terms of achieving the goal then modifications will be made. This could include modifying the set goal and/or actions/steps, finding new enablers to support the actions, or new ways to overcome barriers they encountered.
	+ Evaluates showing critical insight: *My lack of self-confidence shows that I need particularly to work on taha wairua, where the sense of self-worth is within me. It is important because in the tourism industry, when I meet visitors I represent my country and family. I need to change this from a burden of responsibility to an inspiring source of strength. During the process a barrier was that I found it hard to access information for my speech – I had thought I would be able to find everything I needed on the internet. But I had to visit the company, which for me was a little nerve wracking. When I went there and met Arianna (one of the tour guides) she suggested I take a tour which really helped me because I saw how to present myself when talking to the tourists, the type of information needed, and the questions they might ask. She was really supportive and provided me with a brochure and other information about the caves. She also said I could email my speech to her and she would check it, which I did. Her feedback was really positive and I found out that when you come across a barrier you need to ask for help from other people, rather than doing it alone by yourself and not doing such a good job. Although I initially did not know her she was generous with her time and this really supported me. I feel in the future I will be more confident to ask for help from other people. Now that I have increased my basic level of confidence speaking to an audience, I think I am ready to work on my actual delivery (e.g. humour, anecdote, interaction with audience).*

*The above expected learner responses are* *indicative only and relate to just part of what is required.* |

Final grades will be decided using professional judgement based on an examination of the evidence provided against the criteria in the Achievement Standard. Judgements should be holistic, rather than based on a checklist approach.