

Skills for Work:
Hospitality
Intermediate 2

Course Guidance and Employability Skills



Support Material

July 2008

Acknowledgements

SFEU is grateful to the subject specialists in Scotland's Colleges and other agencies and industry bodies who have been involved in the writing of this and other support materials in the Skills for Work series. SFEU is also grateful for the contribution of the Scottish Qualifications Authority in the compilation of these materials, specifically for its permission to reproduce extracts from Course and Unit Specifications and the Skills for Work Rationale.

© Scottish Further Education Unit 2008

Scottish Further Education Unit (SFEU)
Argyll Court
Castle Business Park
Stirling
FK9 4TY

website: www.sfeu.ac.uk

e-mail: sfeu@sfeu.ac.uk

SFEU is a Registered Scottish Charity No. SC021876 and a
Company Limited by Guarantee No. SC143514 VAT No. 617148346



These support materials were produced with assistance from the European Social Fund.

Hospitality (Intermediate 2)

C260 11

Introduction

These notes are provided to support teachers and lecturers presenting the Scottish Qualifications Authority Course C260 11, *Hospitality (Intermediate 2)*.

Copyright for this pack is held by the Scottish Further Education Unit (SFEU). However, teachers and lecturers have permission to use the pack and reproduce items from the pack provided that this is to support teaching and learning processes and that no profit is made from such use. If reproduced in part, the source should be acknowledged.

Enquiries relating to this support pack or issues relating to copyright should be addressed to:

Marketing Officer - Communications
The Scottish Further Education Unit
Argyll Court
Castle Business Park
Stirling
FK9 4TY

Website: www.sfeu.ac.uk

Further information regarding this Unit including Unit Specifications, National Assessment Bank materials, Centre Approval and certification can be obtained from:

The Scottish Qualifications Authority
Optima Building
58 Robertson Street
Glasgow
G2 8DQ

Website: www.sqa.org.uk

Class Sets

Class sets of this pack may be purchased direct from the printer. Costs are dependent on the size of the pack and the number of copies. Please contact:

Elanders Hindson
Merlin Way
New York Business Park
North Tyneside
NE27 0QG

Tel: 0191 280 0400
e-mail: info@elandershindson.co.uk

Disclaimer

Whilst every effort has been made to ensure the accuracy of this support pack, teachers and lecturers should satisfy themselves that the information passed to candidates is accurate and in accordance with the current SQA arrangements documents. SFEU will accept no responsibility for any consequences deriving either directly or indirectly from the use of this pack.

Contents

How to Use this Pack	10
Reference Section	11
What are Skills for Work Courses all about?	12
The Course in Hospitality (Intermediate 2)	15
Employability Skills Profile	17
Careers Scotland Support	18
Tutor Support Section	19
Introduction	20
Learning and Teaching with Under 16s	22
Guidance on Course Delivery	26
Resources	27
Websites	28
Course Induction Section	30
Approaches to Induction	31
Possible Induction Activities for Skills for Work Courses	32
Employability Support Section	35
Adopting a Team Approach to Employability Skills	36
Guidance on Integrating Employability Skills	37
Signposting of Employability Skills	39
Generating Evidence and Assessment Opportunities for Employability Skills	40
Student Support Section	49
Tutor Note	50
Welcome to Intermediate 2 Hospitality	51
Some Information Resources	53
Employability Skills	55
Having a Positive Attitude to Workplace and Learning	58
Understand the Importance of Timekeeping and Attendance	61

Appropriate Appearance	63
Personal Hygiene	65
Communication Skills	66
Verbal communication	67
Listening Skills	69
Body Language	74
Non Verbal Communication	75
Body language signals	77
Teamworking	79
Following Instructions	85
Flexibility and Adaptability	88
Application of Food Hygiene and Health and Safety Procedures	90
Efficient Use of Time and Resources	93
Planning and preparation	93
Confidence to Seek Feedback	97
Customer Care Skills	100
Self Review and Evaluation	104
Understanding Roles and Responsibilities in the Workplace	106
Hospitality Course Evaluation Questionnaire	107
Glossary of Terms	109

How to Use this Pack

This Course Guidance Pack has been prepared to help tutors deliver and assess the *Hospitality (Intermediate 2)* course. The Pack is aimed at Course teams and individual Unit tutors. It has two main purposes:

- To provide information which will assist Course teams in developing an induction programme for students embarking on the Course
- To provide guidance on integrating the content of this Unit, in particular the employability skills, throughout the other component units of the Course.

None of the material in this pack is mandatory. Rather, it is intended as a guide and an aid to delivery of the Course and integration of Employability Skills. It aims to provide centres with a flexible set of materials and activities which can be selected, adapted and used in whatever way suits individual circumstances. It may also be a useful supplement to tried and tested materials and approaches that you have developed yourself. The pack is available on the SFEU website in Word format to enable you to customise it to suit your own needs.


The **Reference Section** of the pack provides information on the rationale for, and ethos behind, the *Skills for Work* courses. This introduction to *Skills for Work* explains the importance of employability as the underpinning theme of the Course, the rationale for the Course as a whole and the Employability Skills Profile, showing where the specified employability skills and attitudes can be evidenced and assessed throughout the Course.

The **Tutor Support Section** gives guidance on learning and teaching with the under 16 age group, and general guidance on course delivery including essential and recommended resources.

The **Course Induction Section** contains information which may be useful when designing a course induction programme.

The **Employability Support Section** contains guidance on adopting a team approach to the development and integration of employability skills.

The **Student Support Section** contains Employability Skills Support materials for students, including activities. Some of these could be included in an induction programme, while others might be used more effectively at relevant points during the Course. This section also includes a Student Course Evaluation Sheet.

Activities are identified with the symbol: 

Reference Section

What are Skills for Work Courses all about?

Skills for Work Courses are designed to help candidates to develop:

- skills and knowledge in a broad vocational area
- Core Skills
- an understanding of the workplace
- positive attitudes to learning
- skills and attitudes for employability.

A key feature of these Courses is the emphasis on **experiential learning**. This means learning through practical experience and learning by reflecting on experience.

Learning through practical experience

Teaching/learning programmes should include some or all of the following:

- learning in real or simulated workplace settings
- learning through role play activities in vocational contexts
- carrying out case study work
- planning and carrying out practical tasks and assignments.

Learning through reflecting at all stages of the experience

Teaching/learning programmes should include some or all of the following:

- preparing and planning for the experience
- taking stock throughout the experience - reviewing and adapting as necessary
- reflecting after the activity has been completed - evaluating, self-assessing and identifying learning points.

The *Skills for Work* Courses are also designed to provide candidates with opportunities for developing **Core Skills** and enhancing skills and attitudes for **employability**.

Core Skills

The five Core Skills are:

- Communication
- Numeracy
- Information Technology
- Problem Solving
- Working with Others

Employability

The skills and attitudes for employability, including self-employment, are outlined below:

- **generic skills/attitudes valued by employers**
 - understanding of the workplace and the employee's responsibilities, for example time-keeping, appearance, customer care
 - self-evaluation skills
 - positive attitude to learning
 - flexible approaches to solving problems
 - adaptability and positive attitude to change
 - confidence to set goals, reflect and learn from experience.
- **specific vocational skills/knowledge**
 - Course Specifications highlight the links to National Occupational Standards in the vocational area and identify progression opportunities

Opportunities for developing these skills and attitudes are highlighted in each of the Course and Unit Specifications. These opportunities include giving young people direct access to workplace experiences or, through partnership arrangements, providing different learning environments and experiences which simulate aspects of the workplace. These experiences might include visits, visiting speakers, role play and other practical activities.

A Curriculum for Excellence (Scottish Executive 2004) identifies aspirations for every young person. These are that they should become:

- successful learners
- confident individuals
- responsible citizens
- effective contributors.

The learning environments, the focus on experiential learning and the opportunities to develop employability and Core Skills in these Courses contribute to meeting these aspirations.

The Course in Hospitality (Intermediate 2)

Course Rationale

The Intermediate 2 Hospitality Course has been designed to provide a qualification in Hospitality which reflects skills required for the hospitality industry. The Course will enable candidates to develop general and practical skills, knowledge and understanding, together with employability skills and attitudes needed to work in the hospitality industry.

The primary target group for this Course is school pupils from third year in secondary education and above as it may provide a more appropriate starting point than the Intermediate 1 Hospitality Course for some candidates. In some cases it could also provide a progression route from the Intermediate 1 Hospitality Course. This Course will build on the skills and knowledge developed in the Intermediate 1 Hospitality Course and will introduce candidates to a range of more advanced skills and techniques. It is anticipated that the Course will build on existing partnerships between schools, colleges of further education, employers and other training providers. Such partnerships will enable the Course to be delivered in a variety of appropriate learning environments with access to relevant teaching expertise. This Course may also be suitable for adult returners in a further education environment as a first step into vocationally related learning, and will give such candidates an introduction to the hospitality industry, build confidence and give the opportunity to develop a range of employability skills and Core Skills.

Hospitality is a well-established industry with qualifications ranging from National Qualifications and SVQs to Higher National Diplomas (HNDs). This Course is suitable for school candidates, meets the needs of industry, reflects National Occupational Standards and helps candidates to maximise their own potential. The knowledge and experience acquired by candidates will enable them to develop transferable employability skills which are relevant in the hospitality industry.

The general aims of this Course are to:

- provide candidates with an introduction to the different sectors of the hospitality industry
- provide opportunities to prepare for and experience a job interview
- allow candidates to experience vocationally-related learning
- encourage candidates to develop a good work ethic
- encourage candidates to take responsibility for their own learning and development
- provide opportunities to develop a range of Core Skills
- facilitate progression to further education and/or training

In particular, the specific aims of the Course are to:

- prepare candidates for work in the hospitality industry
- develop team-working skills
- develop customer care skills
- develop food preparation, cooking and presentation skills
- develop food and drink service skills
- apply relevant health and safety and food hygiene procedures
- develop personal presentation skills
- develop a positive and responsible attitude to work
- develop communication skills
- develop aspects of the Core Skill of Working with Others
- encourage skills in setting personal goals, reviewing and evaluating
- build candidates' confidence
- prepare candidates for further learning, study and training opportunities in the hospitality industry

The Intermediate 2 Course should facilitate progression to a relevant vocational Course or an appropriate National Certificate/Qualification programme.

Employability Skills Profile

In addition to the specific vocational skills developed and assessed in this Course, employability skills are addressed as detailed in the table below. For the purposes of the table, the Units are referred to as A, B, C and D as indicated.

Hospitality: Developing Skills for Working in Hospitality	= A
Hospitality: Developing Skills for Working in the Professional Kitchen	= B
Hospitality: Front of House Operations	= C
Hospitality: Events	= D

Employability skill/attitude	Evidence
• positive attitude to workplace and willingness to learn	A, B, C
• understand the importance of timekeeping and attendance	A, B, C, D
• appropriate appearance	A, B, C, D
• good verbal communication	A, C
• good listening skills	A, C
• work co-operatively with others	A, B, C, D
• ability to work in a team	A, B, C, D
• self respect and showing respect and consideration for others	A
• following instructions	A, B, C
• adaptability and flexibility	A
• application of food hygiene and health and safety procedures	A, B, C, D
• planning and preparing for work	A, B, D
• confidence to seek feedback	A, C, D
• confidence to give feedback	A
• self review and evaluation	A, D
• customer care skills	A, C, D
• efficient use of time and resources	A
• understand the roles and responsibilities of the workplace	A, B, C, D

Assessment evidence in all Units:

Practical performance supported by assessor observation checklists, written and or/orally recorded evidence and candidate self-evaluation reviews.

Careers Scotland Support

for School/College Collaboration for Scotland's Colleges in the Scottish Enterprise area



Since August 2006 Careers Scotland (SE and HI areas) has been funded by the Scottish Government to support College/School Collaboration and encourage and promote vocational educational choices for pupils in schools.

Careers Scotland (now part of Skills Development Scotland) has an important role to play in selection, recruitment and pre-entry career guidance, as well as ongoing support and pre-exit career guidance, to ensure the pupils' experience of SfW is capitalised upon in any future career planning.

Careers Scotland activity takes place locally and nationally under 4 objectives:

- Providing careers advice, guidance and employability support to pupils and their parents pre, during and post vocational education experience, focusing primarily but not exclusively on SfW pupils - demonstrating how these educational choices have implications for future career options, and support the achievement of future career goals and supporting effective transitions
- Providing targeted support to pupils at risk of becoming unemployed who would benefit from undertaking a vocational course
- Partnership working to ensure vocational study is given parity of esteem with other school and post school options, focusing on recruitment / selection and retention of pupils on vocational courses
- Capacity building through relevant shared CPD events and resource development to increase understanding of the process of uptake of vocational options and facilitate more effective support to pupils navigating these options

For further information on Careers Scotland (SE)'s involvement in school/college collaboration locally, please get in touch with your Careers Scotland Regional contact:

South East (Edinburgh & Lothians; Forth Valley; Borders)
Stephen Benwell 01786 452043 stephen.benwell@careers-scotland.org.uk

North East (Tayside; Grampian; Fife)
Val Ormiston 01592-631155 valerie.ormiston@careers-scotland.org.uk

South West (Dumfries & Galloway; Ayrshire; Lanarkshire)
Jean Geddes 01698 742192 jean.geddes@careers-scotland.org.uk

West (Glasgow; Dunbartonshire; Renfrewshire)
Sandra Cheyne 0141 242 8338 sandra.cheyne@careers-scotland.org.uk

Tutor Support Section

Introduction

This *Hospitality (Intermediate 2)* Course has been designed to provide a qualification in Hospitality which reflects skills required for the hospitality industry. It will also provide a progression route from *Hospitality (Intermediate 1)* or provide a more appropriate starting point for some students. The Course will enable students to develop general and practical skills, knowledge and understanding, together with employability skills and attitudes needed to work in the hospitality industry.

This Course is similar to the *Hospitality (Intermediate 1)* Course in that there are 4 mandatory Units. There are also some employability skills that are common to both Courses.

This Course provides an introduction to the different sectors of the hospitality industry, the provision of hospitality locally, nationally and internationally and also to those sectors which can be described as 'commercial' and 'non-commercial'. They will learn about the organisational aims of hospitality establishments and the products and services they provide. Students will also have the opportunity to prepare for and take part in a simulated job interview. The Course will also develop vocational skills and knowledge and the focus is on experiencing work in the professional kitchen, food and drink service, customer care skills, reception skills and hospitality events. Students will be involved in menu planning and have practical experience of preparing, cooking and presenting a range of commodities, serving food and drinks, undertaking reception duties and planning, organising and running a small hospitality event. They will be working as a member of a team, communicating appropriately, undertaking aspects of problem solving and numeracy, and may also use Information Technology. The Course places emphasis throughout all Units on the employability skills and attitudes which will help to prepare students for the workplace.

The knowledge and experience acquired by the students will not only enable them to work within the hospitality industry but will also develop transferable competencies.

As outlined in the Course Rationale, the **specific aims** of this Course are to:

- prepare students for work in the hospitality industry
- develop team-working skills
- develop customer care skills
- develop food preparation, cooking and presentation skills
- develop food and drink service skills
- apply relevant health and safety and food hygiene procedures

- develop personal presentation skills
- develop a positive and responsible attitude to work
- develop communication skills
- develop the Core Skill of Working with Others
- encourage skills in setting personal goals, reviewing and evaluating
- build students' confidence
- prepare students for further learning, study and training opportunities in the hospitality industry

Central to the Course is developing the attitudes and skills necessary for effective work in hospitality. These are embedded in the different Units giving students the opportunity to practise and develop throughout the Course. Students will have the opportunity to develop their skills through working in a realistic environment or real work place, simulation exercises, investigation and group work. They will be involved in evaluating their own skills, setting themselves personal goals and reviewing their progress during the Course.

The Units of the Course have been designed to be delivered in an integrated way and guidance on the recommended sequence of Course delivery is given in the pack.

Learning and Teaching with Under 16s

Scotland's Colleges have made significant progress in meeting the needs of young learners. Our knowledge of the learning process has increased significantly and provides a range of strategies and approaches which gives us a clear steer on how lecturers can add to their skill repertoire. Lecturers can, and do, provide a stable learning environment where young students develop a sense of self-respect, learn from appropriate role models and see an opportunity to progress. There are basic enabling skills for practical application which can further develop the learning process for this group of students. So what are the characteristics of effective learning and teaching which will help to engage young learners?

Ten ways to improve the learning process for under 16s

(This list is not exhaustive!)

1. **Activate prior knowledge and learning** – ascertain what the learner knows already and teach accordingly. Young people do have life experience but it is more limited than adult learners and they may not always be aware of how it will assist them in their current learning.

Tips - Question and answer; Quick Quiz; Quick diagnostic assessment on computer; present key words from the course or unit and see how many they recognise or know something about.

2. **Tune learners into the Big Picture** – the tutor knows the curriculum inside out and why each lesson follows a sequence, however the young learner does not have this information and is re-assured by being given the Big Picture.

Tips – Mind map or concept map; use visuals, for example wall displays of diagrams, photographs, flow charts; explain the learning outcomes in language they will understand; We Are Learning Today (WALT) targets and What I'm Looking For (WILF) targets; give clear and visible success criteria for tasks.

3. **Use Advance Organisers** – these are lists of the key concept words that are part of the course or unit.

Tip – Highlight on any text the concept words that you will be using; make a visible list and put it on display – concept words can be struck off or referred to as they occur (NB this helps with spelling and independent learning as they do not have to keep checking meaning); highlight essential learning and action points.

4. **Vary the teaching approaches.** The two main approaches are instructing and demonstrating, however try to provide opportunities to facilitate learning.

Tips – Ask students what they know now that they did not know before, or what they can do now they could not do before, at appropriate points in the lesson or teaching block; ensure there are problem solving activities that can be done individually or in groups; ask students to demonstrate what they have

learned; use a range of question and answer techniques that allow participation and dialogue, eg. provide hints and cues so that they can arrive at answers themselves.

5. **Preview and review of learning.** This helps to embed previous learning and listening skills and provides another opportunity to elicit learner understanding. Consolidates and reinforces learning.

Tips – At the beginning of each lesson, or session, review previous learning and preview what is coming up; at the end of each lesson or session, review what has taken place and what will be focussed on next time – these can both be done through question and answer, quizzes and mind mapping activities.

6. **Language in the learning environment.** Do not assume that the language which is used in the learning environment is always understood by young learners, some words may be familiar but do not have the same meaning when used vocationally.

Tips - At appropriate points ask students what words mean; explore the various meanings of words to find out if they may have come across this language in another context; by looking at the structure and meaning of words there is an opportunity for dialogue about learning and to build vocabulary.

7. **Giving instructions in the learning environment.** This is one of the most difficult tasks a tutor has to do whatever the curriculum area. With young learners this may have to be repeated several times.

Tips – Ask a student to repeat back what you have asked them to do before beginning a task; ask them to explain the task to one of their peers; use the KISS principle – Keep It Short and Simple so that they can absorb and process the information.

8. **Effective feedback.** Feedback is very important for the learner to assess their progress and to see how and what they can improve. Provide opportunities to engage in dialogue about the learning function of assessment – provide details of the learner’s strengths and development needs either in written or spoken form. With younger learners identifying one or two areas for development is sufficient along with acknowledgement of what has been done well.

Essentially, learners are helped by being given a **specific** explanation of how work can be improved. You can also use summative assessment formatively, ie. as an opportunity to identify strengths, development needs and how to improve.

Tips – Ask students themselves to identify their own strengths and development needs – self evaluation; peer evaluation of work can be successful once they have been taught how to do it; the tutor can produce a piece of work and ask students to assess it anonymously; have a discussion about the success criteria for the task and ensure the students are clear about

them; allow learners to set criteria for success and then measure their achievements against these.

- 9. Managing the learning behaviour.** Under 16s are coming into Scotland's Colleges and training establishments from largely structured and routine-driven environments in schools and early feedback from those undertaking *Skills for Work* courses indicates that they very much enjoy the different learning environment that colleges and other training providers offer. Remember though that these are still young learners. They will still expect tutors to provide structure and routine, and will perform best in a calm, orderly learning environment. Young students will respond to firm, fair, and consistent management. Such routines have to be established quickly and constantly reinforced.

Tips - Health and safety is non-negotiable and consequences of non-compliance with the regulations should be made clear and adhered to at all times; set out your expectations from day one and provide a consistent message; have clear beginnings, middles and endings for each session; be a positive role model for your students, ie. be there before they are and manage the learners with respect; always deliver what you promise; build up good relationships and get to know the learners, make the curriculum interesting and stress the relevance of the learning; set up a positive behaviour management system. By following these guidelines you will build up two-way respect, which, while sometimes challenging to achieve, can be very powerful and work to everyone's benefit.

- 10. Care and welfare issues.** School/college partnerships mean increasing numbers of young learners in college. Tutors have to be aware of their professional responsibilities and mindful of young people's rights. However tutors have rights too, in terms of feeling safe and secure in working with young people and there are basic steps staff can take to minimise risks. It is essential that colleges ensure that tutors have a working knowledge of the Child Protection policies (local authority and college documentation) and follow procedures and policies diligently. School/College Liaison Officers will be familiar with these documents and can provide support and advice. There are also training sessions on Child Protection available from SFEU (see the following page).

Tips - Avoid one-to-one situations with young students in a closed area; do not do or say anything that could be misinterpreted; if the opportunity arises, do some observation in schools to see and discuss how teachers use the guidelines for their own protection as well as the young person's.

Most young people are a delight to work with and they will positively enjoy the experience of learning in college. However, there will inevitably be some who are disengaged, disaffected and who have not yet had an opportunity to experience success. '*Skills for Work*' is a unique educational initiative that young people can be motivated to buy into – you as the tutor are key to the success of these programmes.

Skills for Work Workshops

To take this 10 point plan forward and to add to it, you can attend one of SFEU's 'Get Skilled Up' half day workshops for tutors delivering *Skills for Work* Courses, when we explore further the learning process and look at a range of specific teaching and learning techniques to use with the under 16 age group. To find out when the next event is visit our website www.sfeu.ac.uk or contact the Learning Process team at SFEU on 01786 892000.

Child Protection Workshops

These are run on a regular basis by staff at SFEU in Stirling and also in colleges. For more information on these workshops please contact members of the Access and Inclusion team at www.sfeu.ac.uk or contact the team at SFEU on 01786 892000.

Guidance on Course Delivery

The Course has four mandatory Units which offer a broad range of hospitality experiences:

- Hospitality: Developing Skills for Working in Hospitality
- Hospitality: Developing Skills for Working in the Professional Kitchen
- Hospitality: Front of House Operations
- Hospitality: Events

Sequence of Delivery

Centres should ensure that an induction to the Course is given, which will enable students to understand fully what is required and the approaches to be adopted. It is important that employability skills, both generic and specific to the hospitality industry are stressed at this time.

While the sequence of delivery of the Units is for individual centres to decide, a suggested approach would be to introduce the Unit *Hospitality: Developing Skills for Working in Hospitality (Intermediate 2)* early in the Course in order that the knowledge and skills developed in this Unit are built upon during the delivery of the remaining Units and so that students can gather evidence over the duration of the Course. Delivery of this Unit should be integrated with the other three Units in the Course. Opportunities to integrate assessment can be found in the activities undertaken in the Units *Hospitality: Developing Skills for Working in the Professional Kitchen (Intermediate 2)*, *Hospitality: Front of House Operations (Intermediate 2)* and *Hospitality Events (Intermediate 2)*.

In order for students to successfully undertake the Unit *Hospitality Events (Intermediate 2)*, they **may** need to use practical skills already developed in the Units *Hospitality: Developing Skills for Working in the Professional Kitchen (Intermediate 2)* and *Hospitality: Front of House Operations (Intermediate 2)*. Therefore it may be appropriate to deliver this Unit after the other two have been completed.

Whatever sequence of delivery is followed it is important that the **employability skills** are not taught or assessed in isolation. The learning, teaching and assessment of these skills should be integrated with the learning, teaching and assessment of the Units of the Course. This will involve the teaching team co-ordinating the development of the employability skills. Specific exercises and assessments lend themselves well to developing specific skills. If this is mapped out at the team induction stage, students will be able to make good use of class exercises as they arise to develop their skills.

.

Resources

Centres will require access to hospitality facilities for each of the Units in the Course. This will include a **professional kitchen** and **training restaurant**. The kitchen facility will need to be equipped with sufficient equipment, tools and commodities to replicate that found in the industry.

The training restaurant should also be equipped with sufficient crockery and cutlery, table covers and paper napkins to enable the students to undertake the range of table settings and service styles required in the Course. There should also be a **reception** area where students can take bookings from customers and this may be where students handle the variety of payment methods.

Appropriate **safe storage facilities** will be needed for all equipment and materials.

Personal protective clothing will be essential for all students when working in the kitchen. This may include chef's whites and hat. It is also important that the students adhere to the house standard for restaurant uniform. This may include black trousers, white long-sleeved shirt, black shoes and socks and a bow tie. Young learners will in any case probably enjoy the professional feel of being dressed as they would be in the industry.

Centres should carry out **risk assessments** for all activities as required.

Visiting Speakers/Visits to Hospitality Organisations

It may be possible for centres to organise visits to hospitality establishments as part of the students' learning experience, to help them to build their vocational knowledge and understanding. Centres are encouraged to establish links with industry representatives, who may be willing to offer support in the form of visits from a member of staff to give students a realistic view of jobs and conditions in the hospitality industry. They may also be willing to get involved in the simulated job interviews. Group fact finding could also be arranged so that students can share information about a wide range of possible career routes and job roles.

Health and Safety

Opportunities should be taken within the Course to integrate the required knowledge of current health and safety and food hygiene legislation in a real context. Legislation could be related to equipment being used and foods being prepared and cooked in the professional kitchen, and served in the restaurant. At this level, students should be able to apply health and safety and food hygiene procedures, especially with regard to temperature control. Students should be aware of risk assessments, where these are displayed in the practical areas, and what their individual responsibilities are when working in the professional kitchen and restaurant. The emphasis should always be on the practice of working safely and hygienically and the extent of knowledge required by the students must be clearly defined and appropriate to Intermediate 2 level.

As added value, the students could undertake the REHIS *Elementary Food Hygiene Certificate Course* and this would provide them with a recognised qualification and certificate.

Websites



The following websites contain useful information on the hospitality industry, job roles, career progression and qualifications. Some can be used for student activity, while others are more suitable for tutor reference.

<http://www.people1st.co.uk>

People 1st is the Sector Skills Council for hospitality, leisure, sport and tourism industries. The site provides news and support services to those involved in the sector.

<http://www.nln.ac.uk>

National Learning Network – this is a useful website with lots of interactive material for use with students.

<http://www.springboarduk.org.uk/>

Springboard promotes and advises on careers in hospitality, leisure, travel and tourism. There are separate sections on education and national programmes, an events calendar, useful links, regional contact details, and a Career Compass section including a jobs database, skills matcher and college finder.

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

The **Learndirect** service is part of a UK government initiative to enable individual adult learners to learn new skills via self-paced online courses. Courses available cover IT, word and number skills, retail and distribution, and general business and management skills. Help and advice pages are included.

Membership of Learndirect is free and, once registered, learners receive their own Learndirect e-mail account and 'learning log' which helps to plan and monitor their learning.

<http://www.bii.org>

The **British Institute of Innkeeping** (BII) is the professional body for the licensed retail sector. Its website provides information about the BII itself, upcoming events and details of qualifications required to work in the industry. There is also a large section devoted to jobs and careers and the different entry routes into the industry.

<http://www.intute.ac.uk/socialsciences/hospitality>

Intute is a free online service providing access to the very best Web resources for education and research, evaluated and selected by a network of subject specialists.

<http://www.hcima.org.uk/>

The **Institute of Hospitality** (formerly HCIMA), is the professional association that represents the international hospitality industry. The full-text documents and other information are only available to members of HCIMA but student membership is available and there is a Student Zone devoted to the needs and interests of students in hospitality, leisure and tourism. Members have access to press cuttings, a database of references to journal articles and other publications covering hospitality and tourism trends and company listings.

Additional features include News and event listings, an information service including listings for journals and reference material. There is an accreditation and standards section, an education section and subscription details for the HCIMA magazine, *Hospitality*, are also provided.

Course Induction Section

Approaches to Induction

This section contains advice on induction into the Course *Hospitality (Intermediate 2)* followed by suggestions for introductory activities for induction programmes in general.

The exact form of the Course Induction programme will depend on centres' individual circumstances eg. location, timetabling etc. However the important point about any induction programme is that it should be lively, informative, motivating and enjoyable, with students having opportunities to interact with tutors and fellow students.

It is particularly important that students understand what is meant by employability skills in this Course. It is recommended that induction allows them to explore different roles in the hospitality sector and look at the employability skills that they, the students, will be encouraged to develop as they go through the Course. Centres may choose to invite guest speakers to provide input on what it means to work in hospitality, about job prospects and to reinforce the value that employers put on specific and 'soft' employability skills. Video/DVDs, photographs and other presentational material may be used to illustrate different roles as well as good and bad working practices and attitudes.

Here are a few suggestions that you might wish to consider including in your induction programme:

- Some hospitality based activity - that's why they're here! You need to engage young learners from the word go. This will also be a good way of getting to know others on the Course and of breaking the ice a bit.
- Using some of the activities outlined on the pages headed *Possible Induction Activities for Skills for Work Programmes* – icebreakers, introduction to the vocational area and warm up to learning activities
- *Skills for Work* – what it's all about and what makes it different from other courses they might do in school.
- Employability Skills: visiting speakers as above or a visit could be useful here
- Orientation – finding their way around the college/centre.
- What is expected of the student, ie. behaviour, attendance etc
- The Big Picture - more in depth information about what the Course entails
- What Units they will be undertaking
- How they'll be taught and how they'll learn (doing and reviewing)
- Who'll be responsible for delivering the Course
- Practicalities - where the Course is being delivered, what day(s) they have to attend, start and finish time, lunch time, travel arrangements etc
- Options they might have at the end of the Course
- How about another activity to finish up with and leave the students raring to go?

Possible Induction Activities for Skills for Work Courses

Most of the young people arriving in colleges or school workshops to take part in *Skills for Work* know about the programme, have made an informed choice to be there and are looking forward enthusiastically to trying something new. Some young learners may not be off to such a positive start but as school/college partnerships develop and improve there will be fewer in this category.

However, despite their interest and excitement, many of the students will also be anxious, unclear about what is going to happen and concerned about their ability to carry out the tasks that they will be set. Inevitably some will come with unrealistic expectations of what they will be able to do right away – cut someone's hair, build a wall, bath a baby etc. In order to manage their expectations, the induction process has to address their concerns, make clear to them what is about to happen and build very quickly on their interest and enthusiasm to engage them and develop their appetite for learning. The learning environment of a college will be very different from school but the young learner's need for a feeling of security, a sense of purpose and clear instructions about what is and is not appropriate has to be acknowledged right from the outset to ensure they can make the transition safely.

All of this is a tall order, especially in the relatively short periods of time they will spend in college so the first impressions that we create have to be strong, build communications quickly and relieve any sense of stress by involving fun and stimulating 'things to do'. The following activities are ones that have been tried and tested – and though they may not work with every individual or every group they should quickly engage, help to 'break the ice' and encourage participation and communication. For clarification the term 'ice-breaker' is used here for activities which help to introduce people who do not know each other, develop communication and create a relaxed environment. 'Warm-ups' are activities to introduce learners to the topic they are about to learn in a fun, stimulating and engaging way.

- **Ice-breakers** - Any game which involves people saying their name and other people's names, eg. ask the class to arrange themselves in a line alphabetically by their first name and find out the names of the person on either side of them. They then, in order left to right, have to call out the name of the person to their left; the last person has to remember the first person's name. Then do it again calling out the name of the person to their right.
- **Paper Aeroplanes** – each student has a piece of paper on which they write their favourite colour/food/band, something they are good at and what they would like to be able to do by the end of the course. They then make the paper into an aeroplane and come and stand in a circle, throw the aeroplanes into the centre. Each person has to pick one out, (not their own), and either they, or the teacher reads it out and the owner has to identify themselves. This is a quick way to find out quite a lot about the group.

NB: Note however that any game which involves reading or writing may embarrass people who do not have good literacy skills so drawing pictures may sometimes be more appropriate.

- **Word Games/Quizzes/Jigsaws/ Mind Mapping** activities which can be done as a group. Each person in the group should have a role to ensure all participate, eg. time keeper, resource manager, quality manager, leader, scribe.
- **Problem Solving** – team games which require the group to solve a problem collectively, eg. in groups of 4/5 they are given 1 sheet of flipchart paper and have to work out how to cross an area of the room (one side to the other) without anyone's shoes touching the floor.

Introduction to the vocational area

Activities which allow the learners to 'have a go' at a task related to the vocational area and also encourage communication and participation include:

- Give students a selection of appropriate magazines and get them to make up a quick poster to show what they think working in the vocational area is all about.
- Using photos/pictures/PowerPoint images of the resources, environment and tools that are used in your vocational area to create observation games, e.g.:
 - 'spot the difference' between two similar pictures
 - find six objects that begin with '...letter of the alphabet'
 - arrange pictures in sequence to explain a task.

Putting a time limit on the task – e.g. do this in the time it takes to play 3 of their favourite music tracks – keeps the focus on the task.

- A team game to get students thinking about employability skills. Make up a selection of cards showing a variety of employability skills. The students' task is to decide which are the most important – line them up in order with the most important at the top and the least important at the bottom. (The answer doesn't matter – thinking, discussion and awareness are the goals.)
- Create a team game about getting orientated to the centre/college. Set up tasks consisting of people they need to meet, leaflets they need to collect, information they need to get. Once they have completed the tasks, get them to look at the employability skills list and check which ones they were using, and then evaluate their skills at this early stage to set them in the right direction for reflecting and evaluating.

Warm-ups to learning

- Show photos/pictures/videos of people doing the tasks common in your vocational area and describe/explain what they see happening.

- You can use the same resources to ease the way into tackling any unrealistic expectations the students might have about the course. Show pictures/video clips of people in the occupational area and have them make suggestions about what other tasks the person would have to do in their job. Give an example eg. working as a physiotherapist may involve treating your favourite football players, but it could also be helping someone recover from a car crash. Letting them know that care work can be very emotionally demanding as well as rewarding etc.
- Encourage the students to think about the other jobs that need to be done to keep the workplace a happy and productive one and introduce the idea that these will be part of the course too, eg:
 - tidying away equipment
 - keeping the workplace safe, clean and tidy
 - helping out workmates etc.

Have them put their ideas on 'stickies' and put on a flipchart.

- Word puzzles of the key words they are learning in the vocational area, eg. word finds, anagrams, crosswords all act as warm-ups as well as re-enforcing learning.
- Team building exercises which involve some aspect of vocational resources or skills, eg:
 - build a tower which can stand unsupported for 1 minute and support a tennis ball on top using 9 sheets of newspaper, some sellotape and 6 pipe-cleaners – time limit 15 minutes
 - create a game for 5 – 7 year olds using resources from the workshop; create an advert to sell a new shampoo complete with jingle.

All of the above activities encourage aspects of communication, teamwork and problem solving which are **key employability skills**. They also help to ascertain prior knowledge, skills and attitudes and provide opportunities for observational assessment and, in addition, will hopefully give you lots of ideas on how you can adapt your *Skills for Work* curriculum to involve and interest learners.

To take these ideas forward and add to them, you can attend one of SFEU's 'Get Skilled Up' half day workshops for lecturers delivering *Skills for Work* Courses, when we explore further the learning process and look at a range of specific teaching and learning techniques to use with the under 16 age group. To find out when the next event is visit our website www.sfeu.ac.uk or contact the Learning Process team at SFEU on 01786 892000.

Employability Support Section

Adopting a Team Approach to Employability Skills

Integration of employability skills throughout the Course is most effectively achieved when the tutors delivering and assessing the Course work as a team.

This means that the Course team must meet prior to and regularly during the Course to discuss issues such as:

- where to highlight, develop and generate evidence for employability skills
- how effectively employability skills are being integrated into Course delivery and assessment
- student progress in developing self-evaluation skills
- when reviews take place and by whom and in what context etc.

For integration to be successful it is important that the team have a common understanding of what is meant by **employability skills** in the context of the Course, and that team members adopt a consistent and transparent approach to the delivery and assessment of these skills. While it's important that employability skills specific to hospitality are highlighted during induction, equally important is the value which employers place on the generic employability skills – the idea of **transferable skills** and the fact that the Course will help them regardless of the employment area they eventually choose should be stressed.

It is important to ensure that students are provided with advice and guidance on what is expected of them when they are working in the hospitality industry. Students must be given clear information, advice and guidance about what their role is within the professional kitchen and restaurant with regards to appearance, uniform, attitude, behaviour, interacting with customers and working in a team.

Students in the pilot phases of the *Skills for Work* Courses commented that one of the things they liked most was being treated with respect and like an adult by the lecturers in colleges. Students will remember how you made them feel more than what you said. Hopefully they will take these feelings of being respected with them into working in the hospitality industry.

Guidance on Integrating Employability Skills

Central to the Course is developing the attitudes and skills necessary for effective work in hospitality. These employability skills are embedded in the different Units giving students the opportunity to practise and develop throughout the Course. Students will have the opportunity to develop their skills through practical activities or simulation exercises, investigation and group work. They will be involved in evaluating their own skills, setting themselves personal goals and reviewing their progress during the Course.

It is strongly advised that course teams meet together to discuss and agree a co-ordinated approach to the teaching and developing of the employability skills throughout the Course and to ensure that the team has a common interpretation of the skills and attitudes.

Progression from Intermediate 1

A number of students taking the *Hospitality (Intermediate 2)* Course may have already taken the corresponding *Hospitality (Intermediate 1)* Course, which also contains an Employability Skills Unit. To help tutors to prepare for students who have done the *Hospitality (Intermediate 1)* Course it is useful to briefly identify the similarities and differences between the Intermediate 1 and Intermediate 2 Employability Skills Units.

The Unit *Hospitality: Developing Skills for Working in Hospitality (Intermediate 2)* builds on the employability skills development that takes place in the *Hospitality (Intermediate 1)* Course, and, therefore, although it is not a requirement, the achievement of the Int 1 Course is a good basis for proceeding to Int 2 Course.

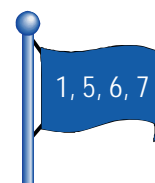
As in the *Hospitality (Intermediate 1)* Course, the focus is very much on encouraging students to develop correct working practices and attitudes through a process of review, self-reflection and action planning for improvement. However, in the *Hospitality (Intermediate 2)* Course there is more focus on students evidencing **improvements** in working practices and attitudes through, for example, **understanding** the importance of timekeeping and attendance and **applying** food hygiene and health and safety procedures.

The Unit *Hospitality: Developing Skills for Working in Hospitality* embeds coverage of many of the Employability Skills essential for success in the industry. However, Outcomes 2 and 3 of the Unit cannot be delivered or assessed discretely. On the contrary, it is essential that the development of the skills identified in this Unit, and the gathering of the appropriate evidence, should be done in an integrated way throughout the delivery of the other Units. Opportunities will occur throughout these other Units to identify, develop and practise relevant employability skills, in particular through the practical activities undertaken in the Units:

- *Hospitality: Developing Skills for Working in the Professional Kitchen*
- *Hospitality: Front of House Operations*
- *Hospitality Events*

If the students learn good work habits as a matter of routine, the assessment of the *Employability Skills* will be accomplished, for the most part, as a natural consequence of their work.

Signposting of Employability Skills




Throughout the pack there are numbered flags like the one shown here, showing which specific employability skill can be highlighted and/or assessment evidence recorded when students are busy with the various activities in the Course.

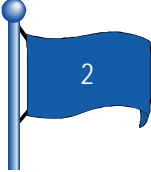
1	Positive attitude to workplace and learning	7	Ability to work in a team	13	Confidence to seek feedback
2	Understand the importance of timekeeping and attendance	8	Self respect and showing respect and consideration for others	14	Confidence to give feedback
3	Appropriate appearance	9	Following instructions	15	Self review and evaluation
4	Good verbal communication	10	Adaptability and flexibility	16	Customer care skills
5	Good listening skills	11	Application of food hygiene and health and safety procedures	17	Efficient use of time and resources
6	Work cooperatively with others	12	Planning and preparing for work	18	Understanding roles and responsibilities in the workplace



Opportunities to learn and develop all of these skills are distributed throughout the course.


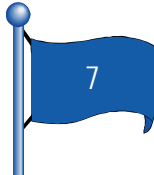

You will find or create countless opportunities to help students develop their employability skills. The following pages show some ways of going about it to get you thinking!



Generating Evidence and Assessment Opportunities for Employability Skills



Employability Skills	Delivery Advice	Possible Activities/Contexts
 <p>Positive attitude to workplace and learning</p>	<ul style="list-style-type: none"> The students will have lots of opportunities to demonstrate a positive attitude to learning throughout their experience in all the Units – because they have a lot to learn! However their attitude to learning will be influenced greatly by their impressions of the Units and how quickly they get stuck in to the fun part. (See section on <i>Induction</i>) When students are attentive, follow instructions, volunteer for tasks, ask questions, demonstrate a desire to learn more, take advice, carry out checks on their own work, and identify how they’ll do better next time, they are showing a positive attitude to learning. They may achieve this aspect of the Course with ease simply because they are enjoying their work and their attitude to learning is a positive one. 	<ul style="list-style-type: none"> listening to instructions applying feedback asking questions persevering with a practical activity when initial results are discouraging personal research carrying out self-evaluation exercises genuine participation in the review process quality checking of their own work assisting others in their work practising specific practical skills discussions with tutor

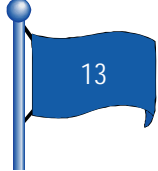

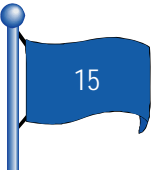
 <p>Understand the importance of timekeeping and attendance</p>	<ul style="list-style-type: none">• Make your expectations clear from day one. You can have the students more or less write the class guidelines themselves by identifying pros and cons of good and poor attendance and timekeeping – the benefits in the workplace of one and the consequences of the other. Relate your ground rules to the world of work, eg. arrive on time, back from breaks on time etc. The measure of a student’s success in this aspect is for them to be honest in their appraisal of their performance and to make progress and will therefore be one of ‘distance travelled’ rather than a particular minimum percentage of classes attended.• Attendance and timekeeping should be monitored throughout the Course. Students should be given feedback on their performance – both good and bad – in this regard. If you take note of patterns in performance it should be easy to give the students accurate feedback. They should be encouraged to be dressed in the appropriate uniform, and have any required equipment, as well as be on time for the start of the lesson.	<ul style="list-style-type: none">• turning up for class• returning from breaks• sticking to planned work schedules regarding timing of activities• being prepared for the start of activities, ie. correct uniform, appropriate equipment
---	---	---

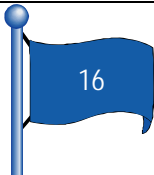

 <p>Appropriate appearance</p>	<ul style="list-style-type: none"> • It is important that students get a consistent message regarding the wearing of uniform, the importance of good personal hygiene and the wearing of jewellery during all practical classes. They should be encouraged to identify the pros and cons of wearing the correct uniform for practical classes in the kitchen and restaurant – the benefits in the workplace of one and the consequences of the other - and why jewellery is not allowed. • While young learners are likely to carry out your instructions on the wearing of uniform just because you are telling them to, it is much better if they understand why it is important. This is the first step to their doing it as a matter of routine. 	<ul style="list-style-type: none"> • wearing the correct uniform • awareness of personal hygiene • absence of jewellery
 <p>Good communication skills – listening and talking</p>	<ul style="list-style-type: none"> • Good communication skills are very important when working in the hospitality industry. It is necessary for young learners to understand why they should listen carefully to instructions, speak clearly to the rest of the team, to you, and to customers. • It would be good for students to role play carrying out these skills in groups, so that they can appreciate how poor communication can affect team work, products and customers. 	<ul style="list-style-type: none"> • listening to instructions • asking questions • conversations with teacher/tutor and members of their team • co-operation with others re use of equipment, materials and workspace • meeting and speaking to customers


 <p>Work co-operatively with others</p>  <p>Ability to work in a team</p>  <p>Self respect and showing respect and consideration for others</p>	<ul style="list-style-type: none">• Get individual class members into the habit of working as a member of a team from the beginning. Encourage them to speak to each other – and to you - about the sharing of workspace, equipment and materials. Work in pairs or small teams when appropriate. Watch out for specific instances of the students working co-operatively with each other and showing respect and consideration for others.• Vary the teams so that students understand that they will not always be working with the same people and take on board the necessity in the workplace of being able to adapt quickly to working with different people. Avoid cliques and mix pupils from different schools as appropriate.	<ul style="list-style-type: none">• sharing equipment and materials with others• sharing the work• assisting others• self-evaluation reviews
--	--	---

 <p>Following instructions</p>	<ul style="list-style-type: none"> It can be difficult to keep the attention of under-16s! When you want them to cultivate the skill of following instructions it's important to transmit the instructions clearly and concisely. Trying to get students to think of the reason behind an instruction can help them to remember it. Get them to repeat the instruction or explain it in their own words to make sure they've understood and know what's required. If an individual student is struggling with an aspect of their work they may appreciate personal assistance and quiet one-to-one instruction. This would be an opportunity for you to note their positive response to any instructions you give them at that time. 	<p>Following instructions regarding:</p> <ul style="list-style-type: none"> health and safety and food hygiene procedures food preparation techniques and cookery processes sequencing of work checking finished dish for taste, appearance etc. planning and preparation written exercises from this support pack
 <p>Adaptability and flexibility</p>	<ul style="list-style-type: none"> Our industry is as rich and varied as it is because of the unpredictability of the nature of the work and our customers. To meet these challenges your students must be able to work flexibly and adapt quickly to changing situations. A clear understanding that flexibility and adaptability are in the nature of our business should always be stressed to young learners. 	<ul style="list-style-type: none"> in the kitchen – proposing variations to the standard recipe being cooked. problem solving. In group work, for example, a situation could be introduced where in the restaurant, customers change their mind and the order, food and cutlery has to be changed. Who has to be informed? What must be done first?

 <p>Application of food hygiene and health and safety procedures</p>	<ul style="list-style-type: none"> • The importance of food hygiene and health and safety procedures should be introduced during the Course induction and during the induction to each of the Units. This should then be reinforced during the delivery of the Units. • While young learners are likely to carry out your instructions regarding food hygiene and health and safety procedures just because you are telling them to, it is much better if they understand why it is important. This is the first step to their doing it as a matter of routine. • It is important that students understand the need to apply food hygiene and health and safety procedures, and the importance of temperature control. 	<ul style="list-style-type: none"> • working safely during practical classes • working hygienically during practical classes • carrying out basic risk assessments • wearing appropriate uniform • safe use of equipment • safe use of materials • using a clean-as-you-go approach during kitchen practical sessions
 <p>Planning and preparing for work</p>	<ul style="list-style-type: none"> • Guidance on how students should prepare to carry out tasks in their practical activities should become the norm from the first session. Spend a little time identifying the objectives of the session and encouraging the students to think about how they will go about it, what equipment they will need, what the sequence of the work should be etc. • You might devise a planning sheet that can be used at the beginning of every session so that planning and preparation becomes a routine part of each task. 	<ul style="list-style-type: none"> • carrying out a basic risk assessment • wearing appropriate uniform • correct selection equipment • correct selection of materials • co-operation with others re use of equipment, materials and workspace • plans of work to be undertaken for complex tasks.

 <p>Confidence to seek feedback</p>	<ul style="list-style-type: none">• Students will need to be encouraged to seek feedback by being reassured that all feedback will be constructive – emphasise that your aim is not to judge or criticise, but to help them develop skills and improve their techniques.• Students can be helped to identify their own strengths and weaknesses and identify learning points from practical experiences when you discuss their performance with them. Such discussions can help them get into the habit of evaluating their performance as a natural part of their work routine, and to become confident in asking for feedback.• Some teachers and tutors have found it helpful to quiz students about their performance as the work is proceeding in the kitchen/restaurant, and also to encourage them to seek feedback from their peers. They will also be involved in giving feedback to their peers on their performance and it will be necessary for tutors to show how this can be done constructively and positively.	<ul style="list-style-type: none">• carrying out self-evaluation exercises• completing self-evaluation worksheets• peer assessment and review• evaluating the quality of their product• action planning and setting goals• identification of next steps• discussions with teacher/tutor and members of their team
 <p>Confidence to give feedback</p>		
 <p>Self-review and evaluation</p>		

 <p>Customer care skills</p>	<ul style="list-style-type: none"> • The hospitality industry, like all other service industries, depends upon return customers. Looking after customers and taking time to interact with them in a positive manner is an important skill. • Encourage students to review their work from a customer’s viewpoint. • Reinforce the fact that all colleagues and other class and team members could be seen as customers. Are the students always aware of this and do they treat them accordingly? 	<ul style="list-style-type: none"> • interaction should be encouraged, where opportunities exist. Take every chance to get the students meeting and speaking to customers. • the self review process can be extended to include the customer’s perspective. • peer review should be encouraged and planned.
 <p>Efficient use of time and resources</p>	<ul style="list-style-type: none"> • This skill is linked to planning and preparing for work. • The skill of prioritising should be encouraged. A ‘To Do’ list may be introduced, where the young learner is encouraged to view the entire task required and then to list the tasks in order of importance. • The skill of multi tasking can be developed when the students must see the way through all the jobs and perform these in a time efficient manner. • Students should be encouraged to be aware of the costs of wasted resources – ingredients, water, electricity etc – and to minimise waste at all times. 	<ul style="list-style-type: none"> • encouraging the young learner to see the whole picture- reminding them that time will be needed to be allocated for clearing and cleaning up. • encourage the prioritisation of tasks which directly impact on customer satisfaction. • weighing and measuring accurately. • planning resources for an event.

 <p>Understanding roles and responsibilities in the workplace</p>	<ul style="list-style-type: none">• Understanding the roles and responsibilities of people in the workplace will bring the hospitality industry alive, so students should be encouraged to research this at the beginning of the Course. This will continue to be reinforced during the delivery of each Unit.• There are many complex and often overlapping roles and responsibilities in various jobs in the hospitality industry. Students will have to demonstrate their understanding of both their own and other people's roles and responsibilities and there are a number of opportunities to do this throughout the course.	<ul style="list-style-type: none">• Investigating the range of hospitality provision and the job roles of staff• Visits to hospitality establishments• Visiting speakers talking about their jobs• Preparing for and taking part in an interview in the Unit <i>Developing Skills for Working in Hospitality</i>• Working in realistic or real work places in the Units <i>Developing Skills for Working in the Professional Kitchen, Front of House Operations and Hospitality Events</i>
---	---	--

Student Support Section

Tutor Note

This section contains material relating to Employability Skills. Some of these would fit very well into an induction programme, while other parts may be used at suitable points spread throughout the Course. There are also activities in the Intermediate 1 Course Guidance pack which centres could use to supplement the tasks in this pack.

Where **sample responses** to the activities/tasks are included, these are intended as a guide to the type of answer which might be expected but are by no means exhaustive.

Use of these materials is not mandatory and they are offered to centres as a flexible set of materials and activities, which can be selected, adapted and used in whatever way suits individual centres and their particular situation.

Welcome to Intermediate 2 Hospitality



The *Skills for Work Course Hospitality (Intermediate 2)* will give you a great introduction to the hospitality industry. You'll have the opportunity to learn a number of new [skills](#) or increase the skills you already have.

These skills will be helpful to you even if you decide not to follow a career in the hospitality industry. It's important that you have a positive attitude to learning in the *Skills for Work Course Hospitality (Intermediate 2)* if you hope to get the most out of it. Be a positive learner, get involved and watch the way your tutor carries out specific skills. Don't be frightened to ask your tutor questions: this is an important way to learn! Try not to be distracted by others who don't want to learn - concentrate, listen and learn!

This Hospitality Course will help you to prepare better for the 'world of work' by encouraging you to develop what are called [employability skills](#). You'll discuss these skills a lot during the Course. However, at this stage it's important for you to understand that these employability skills, not just the practical skills, are important in getting, keeping and developing in a job.

During the Course you'll be encouraged by your tutor to think about the skills you have developed as part of undertaking practical work. [Reflecting](#) on what you've done and how you've done it is very important if you want to grow and develop in employment and, for that matter, as a person.

You may already have completed the *Skills for Work Course Hospitality (Intermediate 1)* and you'll recognise that some of the **employability skills** feature in both Courses. However there are some important differences.

For example, in the *Hospitality (Intermediate 1)* Course you were expected to be '**Aware** of food hygiene and health and safety procedures' and in this Course you will be working towards '**Applying**' the procedures. In general, you'll be expected

to apply the employability skills more confidently in Intermediate 2, and to continue to make improvements.

Here's what you'll be doing in the Course:

- In *Hospitality: Developing Skills for working in the Professional Kitchen* you'll be involved with menu planning and developing more practical skills.
- In *Hospitality: Front of House Operations* you'll be improving your practical skills and learning more about the role of reception.
- In *Hospitality Events*, you'll be working in a team to plan, organise and run a small hospitality event
- In *Hospitality: Developing Skills for Working in Hospitality* you'll investigate the hospitality industry sectors, prepare for and take part in an interview for a job in the hospitality industry and you'll also review and evaluate your progress in the employability skills.

We hope that you find this Course rewarding and fun. We hope that you'll learn about the hospitality industry, but perhaps most importantly we hope you'll begin to develop an understanding of what it means to work well and accomplish your goals.



Some Information Resources



The Internet:

The Internet is really useful and your tutor will give you some excellent links to websites that will help you a lot in your investigation work, but remember that there are lots of other sources of information and you should try not to rely on the Internet for everything. Sometimes we tend to just 'cut and paste' information which is not a good way to go about things: remember that you're trying to take in this information not just pass it over.

Here's a list of other information sources that you may want to consider using – you can probably think of some more:



Print:

Print sources include books, leaflets, worksheets, handouts, newspapers and magazines.



People:

Tutors, other students, family, friends and hospitality industry experts are all good sources of information. As you're likely to go on at least one visit to a hospitality business, it's useful to try and plan how you can ask questions of people. You may even find some useful contacts and want to telephone, e-mail or write to these people.

Audio-visual:

Audio-visual sources including TV, videos, DVDs, CD-ROMs may all give you some useful information.

Visuals:

Don't forget about photographs, pictures, and posters.

Visits to the Workplace



Your tutor may take you on one or more trips to hospitality businesses. There's no substitute for the real thing and you should make sure that you gain as much information on these trips as you possibly can.

Remember to plan before you go on these visits: have your questions ready to ask, so that you can use this information to complete your assessments.

If you know that you want to interview somebody either during a visit or through other arrangements, you'll need to know what questions you want to ask them to get the information about either an industry and/or a job.

Think about the information you are looking for and write down some of the questions you should ask.

Websites



Here are a few of the websites that you could use to get the information you will need to complete the activities.

Springboard UK

<http://www.springboarduk.org.uk/>

People1st

<http://www.people1st.co.uk>

Hospitality Awarding Board

<http://www.hab.org.uk/>

There are other very good websites that will allow you to explore the hospitality industry further – your tutor can advise you on the ones that will help for the sectors and jobs that you're investigating.

Employability Skills



Employers in the hospitality industry want their employees to have particular skills and attitudes. This is why, in this Course, you'll be exploring what these skills and attitudes are and developing them over the whole Course.

You will be:

- assessing yourself on the skills and attitudes
- setting goals for yourself
- practising the skills and attitudes
- reflecting on your progress
- taking account of feedback from people (tutor and each other)
- developing your skills.





Activity

So what do you think these employability skills and attitudes are?



Imagine

Imagine you are going for a job as a waiter in a hotel.

1. What kind of person do you think the employers will be looking for? Think of **attitudes** or **qualities**.

2. What kind of **skills** do you think they would want?



Employers in all areas of work like their employees to:

- have an understanding of the roles and responsibilities in the workplace
- have self respect and show respect and consideration for others
- exercise good timekeeping
- maintain an appropriate appearance
- be able to evaluate (make a judgement about) your own work and skills
- have a positive attitude to workplace and learning
- have the confidence to set goals, reflect and learn from experience.

These are what we call **generic employability skills**. This just means these are the skills that all employers want to see in their employees which is why all ‘*Skills for Work*’ Courses include these skills and attitudes.

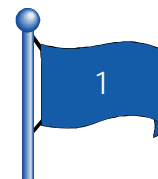
Since this is a Hospitality Course there are also specific skills and attitudes that hospitality employers want their employees to have. These are the skills and attitudes that you’ll also be developing during the Course:

- good verbal communication skills
- good listening skills
- working cooperatively with others
- ability to work in a team
- following instructions
- adaptability and **flexibility**
- applying food hygiene and health and safety procedures
- planning and preparing for work
- confidence to seek feedback
- confidence to give feedback
- customer care skills
- efficient use of time and **resources**

Don’t worry if they don’t all make sense to you at the moment. You’ll develop and practise these employability skills, both the generic skills and the specific skills, as you progress through your Course. You may not necessarily perfect all these skills by the end of the Course but you will be hoping to improve them. You’ll learn skills which will be important, not just in the hospitality industry, but in other service industries too, eg. working in tourist attractions, hairdressing, working in retail.

Having a Positive Attitude to Workplace and Learning

The way you think, day in day out, affects all aspects of your life. During this Course you'll be learning how the hospitality industry operates.



Employers are looking for people who have a 'can do' attitude to work, ie. people who are keen to learn and who always think before they pass judgement.

At some point we can all have an 'off' day where we think that whatever we try to do, we just can't do it! However, adopting a more positive attitude should help us to change things around for the better. Having a positive attitude to learning is a great advantage as it will help you to achieve much more in life.

What are positive and negative attitudes?

People with a **positive attitude** will find themselves saying:

- "I will be able to do that"
- "I can do that"
- "Where can I find out how to do that"
- "Can I try that?"
- The more I practise this, the better I'll get



People with a **negative attitude** will find themselves saying:

- "I'll never be able do that"
- "What if I fail?"
- "It'll be boring"



You can learn from others within the team and industry by:

- listening to advice
- following instructions
- seeking guidance and support from tutors and team members
- learning from your mistakes, and
- having a positive approach to learning.



Activity



Learning to download music from the Internet is one example of something that you may have learnt on your own or by watching others.

Write down some more examples of things you have learnt in this way:

<hr/> <hr/> <hr/> <hr/> <hr/>

Examples of things you might have learnt on your own or by watching others:

- Playing a new game on your computer
- Using your mobile phone
- Learning to ride a bike
- Learning how to swim
- Baking a cake!

You could probably add many more examples to this list.



Activity

Pick one of the new things you have learned (from your own list above).

Can you explain what the most important thing was that made you want to learn this?

How did you actually go about learning that skill?

We don't only learn in formal surroundings such as classrooms but also in less formal surroundings such as kitchens, restaurants, visits to industry etc. In fact, we learn all the time - sometimes without knowing, often by trying things out on our own or by watching how others do things.

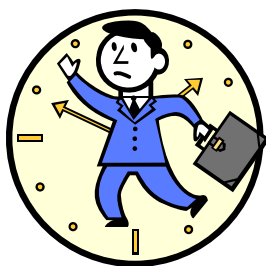
Understand the Importance of Timekeeping and Attendance



When you are working in an organisation you are expected to **be there** and to **be on time!**

Do you always attend work/school/college when you should unless you have a genuine reason for staying away?

We all sometimes would prefer to stay in bed but that's not showing an employer that you are a responsible person.

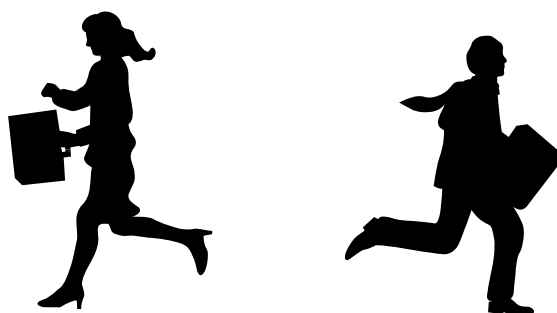


Are you always on time for work/school/college?

An extra half hour in bed may be tempting ... but constantly being late is likely to land you in trouble.

If you are in the habit of being late or staying away from work/school/college when you don't have a genuine reason, start now by getting into good habits before it's too late.

If you are always rushing to be on time – even if you are just meeting your friends – you'll be more stressed and you may need to review your time management skills.



Hot Tips for Good Timekeeping

Here are some top tips for good time management:

- set the alarm clock at least 10 minutes before you know is ‘just the right amount of time to catch the bus’
- get up when it goes off - forget the snooze button!
- wear your watch and check it regularly for returning after breaks etc.
- don’t mess about when carrying out a job task; concentrate on getting the job done quickly and efficiently.

If you are going to be late in to work:

- call ahead and let people know what the problem is
- when you arrive apologise to everyone who it may have an effect on.

Many of the tasks that you will carry out on this Course will be new and we don’t expect you to be able to complete them at the speed that you might have to in the workplace. However, once you’ve had the opportunity to practise some tasks a few times, your tutor may decide to set a time limit for a given task to see how things go. The other employability skills, such as planning and preparing for work and following instructions carefully, play an important part in ensuring that you use time well.



Appropriate Appearance

Employers in the hospitality industry expect their employees to be well groomed and to dress in a certain way. This is no different to, for example, a part-time job you may have at the moment where you may be expected to wear a uniform. This will be particularly important when you are dealing with customers.

It will also help your self-confidence if you take a pride in your appearance.

Personal Protective Clothing

Appearance is one of the things that give the working environment a professional image.



All kitchens and restaurants will have a uniform code, and this may be different from place to place. You should respect and follow whatever your kitchen or restaurant requires you to wear for a uniform.

X Not allowed!



X Long hair should be tied back for working in the restaurant and should be tied back and gathered under a hat in the kitchen.

X Nail varnish is also a **hazard** for food hygiene and therefore should never be worn when preparing, cooking or serving food. Finger nails should be short and clean.

X Items of jewellery can be a hazard for both health and safety and food hygiene and therefore the only item of jewellery that should be permitted is a plain wedding ring. Watches, earrings, rings, necklaces or bracelets should **not** be worn when working in the kitchen or restaurant.



Activity

Discuss with your tutor what the rules are for **uniform**.

Your organisation's uniform code for:

- a) working in the kitchen

- b) working in the restaurant

Personal Hygiene



When you are working in the kitchen and restaurant you'll be working with food and in very close proximity to other team members and to customers. You'll also be on your feet for long periods of time. It's very important to make sure you are aware of your own **personal hygiene** to ensure that you don't contaminate the food that you are working with or serving - and just to make sure you're nice to be around!

Make sure that:

- your clothes are clean
- you have a bath or shower every day
- you use a deodorant
- you brush your teeth.



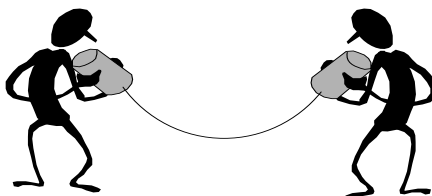
Communication Skills



There are two main aspects of communication, which are essential for all staff working within the hospitality industry – **listening** and **talking**. These help to both promote the professional image of the industry and demonstrate the professionalism of all staff.

To carry out your role you'll have to demonstrate a number of different qualities and communication styles.

We communicate not only with words but also with what we do and how we do it.



Effective communication

To be an effective communicator and to promote good relationships at work you must be able to:

- pass on information accurately and promptly so that the person concerned is aware of the situation and can take the correct action as quickly as possible
- talk to a wide range of people with whom you may have had little or no previous contact
- talk to your colleagues at work in a way that will create a good working atmosphere
- use a tone and style which is appropriate to the person you are speaking to, or the message or information you are giving, or the situation.

Verbal communication

Communication is effective when the message is received and understood and the person receiving the message has the same understanding as the sender originally intended:



- You should be clear in **your** mind about the message you want to give and put it into words which the recipient will understand.
- The message should be communicated accurately but often is not because of '**noise**'. 'Noise' in communications theory means that for example, the other person isn't listening (perhaps they are busy with a task) or it could be that the sender lacks good communication skills, or simply that there's too much actual noise going on in the background.
- The person receiving the message applies his or her **own** understanding to what is received. This is where misunderstandings can arise.
- There should be 2-way feedback (ie. information given in response to an enquiry or an instruction) to ensure the message means the same to both people, eg. person receiving the message – "did you mean....." Sender of the message – "yes that's right".

Advantages of verbal communication over written communication are:

- it's faster and less formal
- feedback can be given by the person receiving the message to check understanding
- words can be emphasised by stressing them
- if it's face-to-face, then gestures and expressions help to make the meaning clear

Problems in communication mainly arise because of:

- poor choice of vocabulary that the person receiving the message doesn't understand
- the use of jargon or technical words
- the person receiving the message is not a good listener or there is 'noise'
- the sender of the message is a poor communicator and their message is not clear.



Skills you need to be a good verbal communicator

These include:

- a clear, but natural, speaking voice
- a good speaking pace (not too fast or too slow)
- being a good listener
- choosing the correct words and ‘tone’ for the person you are talking to
- being able to put people ‘at their ease’
- being aware of non-verbal communication gestures and what they mean
- having the confidence to talk to people you don’t know.



What do you sound like?

Have you ever listened to yourself on tape, video or answering machine? What did you think? Did you think it sounded like **you**? Most people hate to hear their voice on tape. We are usually shocked to hear that we don’t sound the same to other people as we sound to ourselves!

There are two things that affect the way we sound. The first is **timbre** – or quality of sound – and the second is our **accent** and the way we pronounce words.

If you think your voice sounds too high then try to lower the pitch just a little. Getting excited or rushing too much can make your voice sound as if you are over-excited and your message may be garbled.



A very broad accent may be hard to understand for someone from another part of the country or from abroad, especially if a lot of regional or slang expressions are used. Why not try recording your voice talking to a friend or answering questions put to you by your tutor or a customer– you might surprise yourself!

Listening Skills

As someone once said:

“You have one



and two



– use them in that ratio!”



Listening is not the same as hearing!

Ask yourself honestly:

- How many times do you find yourself waiting for someone else to stop speaking so that you can say the next thought that has come into your head?
- How many times do you actually interrupt someone to say it?
- How many times do you finish someone’s sentence for them?

Most of us are actually poor listeners. We listen to the **first** part of what we are being told, and then think of something to say ourselves and spend the next few seconds waiting for the other person to stop speaking so that we can say it! By the time they are coming to the end of what they were saying, we have totally ‘switched off’ from hearing them. Switching off can lead to important information being missed and can be extremely off-putting for the speaker.

No one can hold their concentration for very long – which is why **your** ‘messages’ shouldn’t be too long. However, you should develop your listening skills so that you actively stop yourself from ‘switching off’.

Listening should be an **active** process, especially when you’re meeting someone for the first time, when you should say as little as possible and learn as much as you can in the shortest possible time.



Listening needs both patience and practice.

Think of someone you know who you find really good to talk to. When people are good to talk to, you often find that they are very good listeners, as well as being interesting and all the other things that make people good to be with.

One of the most important things about listening, when you are in conversation with somebody face-to-face, is to get the body language signals right, and to **show** that you are listening.



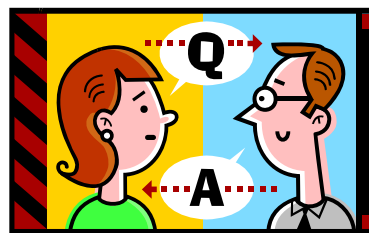
We need to recognise the many forms of verbal **and** non-verbal communication (NVC) and to 'actively' listen to others. This means being alert to what the speaker is **not** saying as well as to what they are saying. What we say, what we do and even our refusal to talk, all communicate messages.

Many people agree that a message is made up of 7% words, 38% tone of voice and 55% body language!

Tips on active listening

To listen actively to another person:

- 'Show' you are listening by leaning forward slightly, making eye contact, nodding your head slightly and making encouraging noises.
- Keep your body language open and relaxed. Facial expressions should show interest (eg. smiling/frowning/laughing) – you may even match the other person's body language – by mirroring actions, posture, gestures.
- Ask questions. If you are not sure you understand what the speaker has said, just ask. Try repeating in your own words what the speaker has said so that you can be sure you understand.
- Don't interrupt or change the subject, give people time to say what they are going to say – active listening means letting the other person decide on the topic.
- Keep the focus on them by using words such as 'you' and 'your' rather than 'me' and 'mine'. Telling them about your own experience in a similar situation or offering **your** solution to problems takes focus away from the other person and places it on you.



When making eye contact, don't stare or look at people directly for too long or they will feel threatened, but don't let your eyes wander round the room or towards someone else while someone is talking to you. Concentrate on the speaker and give them your whole attention.



Activity



Try this exercise and answer the questions which follow.

1. Get into pairs.
2. Decide who is going to be 'the listener' and who is going to be 'the speaker'.
3. The speaker should chat about some topic the way they would with a friend (eg. what he or she did last weekend).
4. Meanwhile the listener should stare straight at the speaker all of the time.
5. Stop the exercise whenever the speaker stops speaking.

How did this exercise make you both feel?

Was it comfortable for either of you? If not, why not?



Activity

Now try this exercise and answer the questions which follow:

1. Staying in pairs, the speaker should become the listener and the listener should become the speaker.
2. The new speaker should now chat about a topic (perhaps the same one as above).
3. The new listener should look anywhere but at the speaker whilst they are speaking (eg. out the window, at your watch etc.)
4. Stop the exercise whenever the speaker stops speaking.

How did this exercise make you both feel?

Was it comfortable for either of you? If not, why not?



Activity

Now try the Internet test “**Listening Skills Test**” on www.psychtests.com

Interrupting

If you interrupt the talker in mid-sentence, two things will happen:

- you will have stopped listening
- they will lose their train of thought and may find it hard to get back up to speed

It is also **rude** to interrupt. Everyone has to pause for breath at some point, and that's when you should come in with your question or response. If you're not concentrating, you will miss the opportunity. Count how many times in the next week you interrupt someone, eg. you might find yourself saying "yes but"



Body Language



Can you tell how each of the above characters feels by their body language?

Here are some examples of how to read **non-verbal communication** (NVC):



- A person with arms folded, pursed lips and legs crossed is very closed and unreceptive. If you want to gather information from this person, you must do or say something to make them more co-operative.



- A person with their hand in front of their mouth might be conveying that they are not too sure of what they are saying. You would need to ask more questions to get at the real truth.



- A person looking puzzled is telling you that he/she has not understood what you have said.

Unless you watch people you will not pick up these signals, and you will not understand why they are unable to do what you asked.

Non Verbal Communication

How recognising NVC can help you

A basic knowledge and appreciation of non-verbal communication (NVC) and the way we all use it can help you to:

- realise how your own NVC is 'read' and interpreted by others
- improve the effectiveness of your own communication
- 'read' other people's NVC better – and react accordingly.

We can divide NVC into four separate areas:

- facial expressions – especially the use of the eyes
- gestures
- touching and spatial relationships
- posture.



Facial expressions

These are usually the main 'give-away' on how we are feeling, although we are usually very aware of this and may take action to 'cover up' our feelings.

Have you ever been given a present which disappointed you? Can you remember trying to make sure your disappointment wasn't reflected on your face so as not to hurt the giver's feelings? Sometimes we have to be very observant to read people's expressions accurately.

Generally, facial expressions:

- tell us whether the listener understands us; is surprised at what we are saying; agrees with us and so on
- tell us about people's attitudes towards us – people looking for approval, for instance, smile more and use more head nods and gesticulations than those who are not bothered what we think
- give us a clue as to how to accept a remark, eg. how seriously a remark should be taken.



The eyes are very important – which is possibly one reason why we look at someone between 25% and 75% of the time – noticeably more when we are listening to them than when we are speaking to them. We tend to think someone has something to hide if they won't look at us when they are talking to us!

Gestures

We all use a variety of gestures, for example:

- to communicate to someone a distance away (wave)



- to emphasise what we are saying

- to (subconsciously) echo what we are feeling.



Activity

How would you interpret the following gestures?

1. Someone shrugging their shoulders, arms apart, palms uppermost.



2. The 'thumbs up' sign.



Body language signals

People will tend to see you as defensive if you:

- Avoid eye contact
- Clench your hand and cross your arms or legs
- Constantly rub an eye, nose or ear
- Lean away from the other person



People will see you as anxious if you:

- Blink your eyes or lick your lips a lot
- Keep clearing your throat
- Open and close your hands a lot
- Put your hand over your mouth while speaking
- Tug at an ear, jig your feet up and down or generally just fidget!

People will see you as overbearing and aggressive if you:

- Stare at the other person
- Have an 'I've heard it all before' type smile
- Point your finger or thump your fist
- Stand while the other person remains seated
- Stride around

If you want to come across as friendly and co-operative adopt the following combinations:

- Look at the other person's face
- Smile and nod your head as the other person is talking
- Have open hands
- Uncross arms and legs
- Lean towards the other person

If you want to appear confident try some of these tips:

- Look into the other person's eyes
- Hold your head up and your chin forward
- Keep hands away from your face
- Stand up straight but relaxed
- Don't wriggle or fidget!

Can you think of other examples?



Activity

This week, do some 'people watching' and make some notes on what you notice to discuss in class next time.

Look for confident, friendly and cooperative people and adopt these as models of positive behaviours. Practise in front of a mirror!

Teamworking

Ability to work in a team

Working cooperatively with others

Self respect and showing respect and consideration for others



Almost all jobs in the hospitality industry involve working co-operatively with other people and it's a very important skill for any workplace.

You'll spend around 40 hours a week at work. There are only 168 hours in a week and you could be asleep for one third of that! This means that when you're not sleeping, one third of the time you are awake could be spent with people you wouldn't normally choose to be with! You may, for example, be much younger than the people you work with. Not everyone will do as you do, think as you think and say what you say. If you find 'difficult' people at work, they are unlikely to change to suit you, so it's better for you to find a way of dealing with them.

Are you sociable?



Think about your friends.



Now think about the way you talk to them and what you talk about.

The way you talk to friends is in an informal way and sometimes they'll allow you to be downright rude to them! It wouldn't be appropriate to talk to customers the way you talk to your friends. Once you've been working in an organisation for some time, you'll probably speak in an informal way to colleagues who have become friends but it's best to be friendly but businesslike with them in front of customers.



While it's good to be friendly to customers and colleagues – you shouldn't be over-familiar. People might regard this as "cheeky". Some people are naturally more reserved and quieter than others, preferring to get to know people better before opening up to them and will not appreciate it if you behave the way you might with a close friend or family member. If you have a lively personality, you should start now to practise knowing

when to tone it down with certain people who are uncomfortable with over-the-top behaviour. That's not to say you should act miserably with them – just calmly.

You will want to be seen as approachable, friendly and pleasant but you should always be polite and be careful about the tone of voice and language you use at work. Saying 'please' and 'thank you' for example, costs nothing but customers and colleagues will notice it.

Making friends is an added bonus at work and you should concentrate on establishing and maintaining constructive and professional relationships.

Are you supportive?



You may have to work alongside colleagues who have different skills, values, opinions and personality traits to you. These differences should be valued. You need to learn to be able to build trust and understanding between you and someone else which communicates that you are 'on their side' as part of the team. This way you will be able to discuss your differing opinions without conflict. There are opportunities for you to learn from people who are different from you and you should show consideration and patience and be sympathetic and sensitive to others.

Are you co-operative?

Co-operation means working together to accomplish shared goals. In order to achieve the shared goals, each team member must play their part towards contributing ideas, planning and decision making. You may be the youngest team member when you begin your career but you will still have a valuable contribution to make towards offering your ideas and sharing information at team meetings.



Team Working Do's and Don'ts

Do's

- **Do** be consistent and even-tempered. Moody people are always a pain.
- **Do** offer to roll up your sleeves and help when a crisis occurs or there is a lot to get through.
- **Do** expect other people to have different points of view to yours. Learn to live with these, even if you don't agree with them.
- **Do** learn the difference between assertion (putting forward your point of view) and aggression (attacking other people to defend yourself). If you are right, why be aggressive?
- **Do** remember that other people's priorities may not be the same as yours - in other words, they will be more interested in getting their own job done than yours - because that is what they are judged on.
- **Do** accept people for what they are, not for what you would like them to be.
- **Do** learn to tolerate people you don't like.
- **Do** give people space and time if they don't accept you easily. Don't force yourself upon them. Only consult them on business matters, and stay polite, courteous and calm.
- **Do** learn to keep a secret
- **Do** repay favours



Don'ts

- **Don't** make excuses if something goes wrong - admit your mistakes. You wouldn't be human if you didn't make any. Don't be defensive or blame other people but don't grovel either. Simply admit the error, apologise and offer to help put it right.
- **Don't** boast about your own achievements - particularly when things are not going well for everyone else. Remember you're a team.
- **Don't** interrupt people to put forward your point of view
- **Don't** interrupt people with inessentials when they are busy.

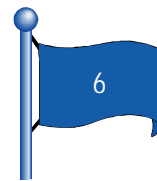


- **Don't** frown or glare at people (even unintentionally when they interrupt you!)
- **Don't** take credit for anyone else's idea
- **Don't** talk about individuals behind their backs
- **Don't** gossip, spread rumours, speculate or tell lies
- **Don't** expect to get your own way all the time

In the workplace, we can't choose the people that we want to work with and we may not have a great deal in common with them. However, it's better for you and the other people, if you work together as a **team** in order to get the tasks done.



Activity



Sit back and think about a time you wouldn't join an activity because you didn't want to work with the people that you were asked to for some reason (we all have these times!).

- 1) How did you feel in the end?

- 2) Did your behaviour make other people respect you any more?

- 3) Was it (honestly) really worth it in the end?

We often get frustrated because we feel that we are not getting to do things our way or we are not being helped properly.

- When you're working with other people and you begin to feel a little unhappy about something, say what is bothering you politely instead of bottling it up.
- You'll often find that things can get sorted out much quicker and you can all get on with the job.



Things to Remember when Working with Others as a Member of the Team

Remember:

Skimping or leaving jobs unfinished lets down the rest of the team. A bad impression reflects on everybody.

Remember:

Working closely with others can sometimes have its frustrations and tensions. You should always try to be sensitive to others. Understand their feelings and act accordingly.

Remember:

Being reliable means doing what you say you are going to do - not just talking about it.

Remember:

It can sometimes be hard, but you must learn to leave your personal problems at home and always be cheerful with your customers and colleagues. Friends will want to share your problems, but not during working hours.



Following Instructions

Employers need to know that staff will carry out tasks as they have been asked to. Being able to follow instructions is vital when working cooperatively with others, as part of a team. Team members have to **rely** on each other, following instructions to **accurately** complete their individual tasks, **at/by a particular time**; to make sure the whole task is completed.



Activity



Think about the following situations and write or discuss what the effect might be of not following the instructions.

1. When following a recipe for making soup you add 100ml of stock instead of 1000ml. What effect will this have on the finished soup?

2. Instructions for taking bookings for the restaurant state that all bookings should be entered in the restaurant diary immediately they are taken. The booking should record the name of the person making the booking, the number of people for the table, along with a contact number. Mr. Hall made a booking for lunch on the 23rd but the number of people for the table was not noted, and the contact number was not taken. What might happen?

3. The instructions for lunch service included making sure that the coffee machine was prepared and ready to make the coffee at the appropriate time. The team who were responsible for doing this forgot to prepare the coffee machine. What might be the outcome of failing to follow instructions in this case?
-
-

4. Despite being instructed 'not to return to the burning building' after evacuating it, someone went back to get some personal items. What could happen?
-
-

Some instructions may be less 'critical' than others and it's possible to use some initiative when following them. However, not carrying out other instructions correctly can be life threatening. **If in doubt about how to carry out instructions then ask.**

Do **what** you've been asked, **when** you are told and in the **correct way**. It's usually necessary to take instruction from someone else if we want to learn new knowledge or a skill.



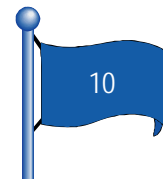


Activity

On a few occasions your tutor will give you instructions that you simply **must** follow. Can you think of examples when this may be the case?

Discuss your answers with the rest of the group to see if you came up with the same things.

Flexibility and Adaptability



The hospitality industry is as rich and varied as it is because of the unpredictable nature of the work and our customers. To meet these challenges you must be able to work quickly and adapt to changing circumstances flexibly.



Activity

The delivery of vegetables has been delayed because the delivery van has broken down. There is a lunch service planned and you must have a soup on the menu.



Discuss as a class the steps you should take.

Sample Answer

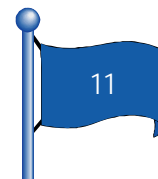
You've had a look in the fridge and the storeroom and you've got carrots and onions, but no other vegetables. You have to make a soup for lunch service that can be made with these vegetables and storeroom ingredients.

This could be the order of making this change:

1. Have a look in your recipe book.
2. Decide on a soup that can be made with limited ingredients, eg. tomato soup.
3. Tell the waiting staff the change to the menu.

Application of Food Hygiene and Health and Safety Procedures

When you are working in the kitchen and restaurant you'll be producing food for, and serving food to, customers and it's important that you work hygienically and safely so that you don't contaminate the food or injure yourself or colleagues.



Activity

Think about the situations over the page. What should you do in order to apply food hygiene and health and safety procedures? A couple of examples are given to start you off.



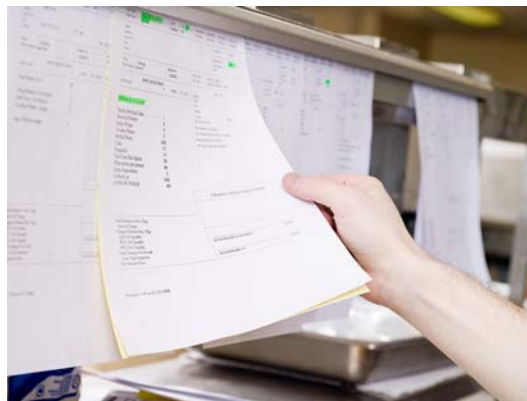
Food hygiene and health and safety procedures

Food production lesson	1) Change into clean kitchen uniform
Getting knives ready for use	1) Make sure knives are clean
Preparing raw chicken for cooking	
Working safely in the kitchen	
Checking food temperatures before service	
Food service lesson	
Working safely in the restaurant	
What's wrong in the picture on the previous page?!	

Here are some possible answers:

Food production lesson	<ol style="list-style-type: none"> 1) Change into clean kitchen uniform 2) If necessary tie hair back, put on hat 3) Remove all jewellery
Getting knives ready for use	<ol style="list-style-type: none"> 1) Make sure knives are clean 2) Sharpen using a steel and wash again before use 3) After use, wash and dry carefully 4) Sharpen again before storing
Preparing raw chicken for cooking	<ol style="list-style-type: none"> 1) Wash hands 2) Select correct colour coded board 3) Prepare chicken 4) Cover and place in fridge until required 5) Wash board and knives in hot water and antibacterial washing liquid and dry carefully
Working safely in the kitchen	<ol style="list-style-type: none"> 1) Don't mess around 2) Be careful when moving hot pots that you don't burn yourself or others 3) Mop up any spills 4) Clean as you go 5) Use knives safely
Checking food temperatures before service	<ol style="list-style-type: none"> 1) Hot food should be above 63°C 2) Cold food should be between 1 – 4°C 3) If food is reheated it must be taken to above 82°C
Food service lesson	<ol style="list-style-type: none"> 1) Change into restaurant uniform 2) If necessary tie hair back 3) Remove all jewellery
Working safely in the restaurant	<ol style="list-style-type: none"> 1) Don't mess around 2) Be careful when lifting chairs and tables 3) Be careful when using the hot water still that you don't burn yourself or others 4) Make sure that if any food debris is dropped onto the floor that it is removed to prevent others slipping
What's wrong in the picture on the previous page?!	All these foods should be kept separate to avoid cross contamination.

Efficient Use of Time and Resources



Planning and preparation

In all aspects of your life you will have had to plan and prepare for something. Most things you plan and prepare in a day you do automatically without thinking too much about it. Have a look at the example below which shows how you may plan and prepare for part of your day.

My Day	Planning and Preparation
Woke up at 7am	Set alarm clock the night before
Had breakfast	Went to shop night before for bread and milk
Got washed and dressed	Looked out clothes night before
Collected books for day lessons	Packed school books in bag night before
Caught bus to school	Checked new bus timetable night before

Now it's your turn.

Possible Answers:

1. Lots of consequences, but here are some of the main things:
 - You'll have to stop and get the rest of the ingredients prepared
 - You'll maybe get in a muddle and miss out ingredients or steps
 - The dish might not be ready for service because of the delay.

2. Lots of things come to mind, but here are the main ones:
 - You'll be letting the team down because you won't be there to help.
 - You'll miss out on learning new skills.

Confidence to Seek Feedback

We all like to be praised for doing a good job. However, taking advice and feedback on how we can improve a job can be a different matter!

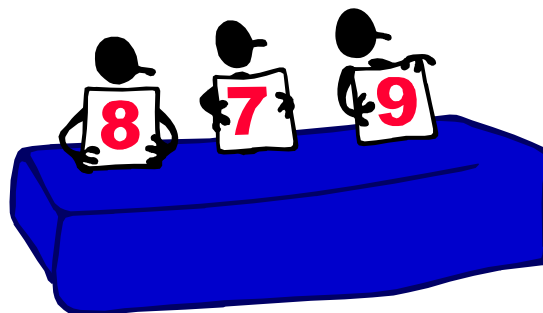
Yet the fact is that it's not possible to go through life without taking some advice and feedback from others. This will certainly be the case in the Hospitality Course. Your tutors won't expect you to be able to pick up new knowledge and skills the first time. The reality is that you'll probably have to practise a skill a number of times and take advice and feedback from your tutor on several occasions before you become competent in that skill. The skills required to cut and chop vegetables, produce a completed dish to the correct standard, set tables for food service and serve food are not normally developed quickly. You may be aware of the old saying, 'practice makes perfect'. Taking advice and feedback from your tutor in a positive fashion will almost certainly help you to learn new skills a lot quicker.



Giving advice and feedback to others

During your *Skills for Work* course, you'll be involved in activities which require you to give advice and feedback to others. When giving advice and feedback to a member of your team, keep it to a minimum and don't overwhelm them with information – only give advice and feedback on one or two things.

People can't be expected to improve unless they know what they are doing well, adequately or badly and why. Unless they're told otherwise, they will assume they're doing everything right.



Feedback is a way of helping people to change their behaviour and keep on target to achieve their goals. It lets them know what's expected and what skills they may need to learn. It also lets people see things about themselves that they would not otherwise recognise so that they can build on their positive qualities and focus on areas that need to be changed. Highlighting and rewarding good performance is just as important as pointing out where people are going wrong as it keeps them motivated.

Feedback can be **positive** (reinforcing 'good' performance and behaviours) or **negative** (correcting and improving 'poor' performance and behaviours) but it should always be **constructive**. It should never be given as **destructive** criticism.



Constructive feedback lets people know:

- what the standards are
- how they are doing compared to the standards
- what they need to change in order to meet the standards
- how long they have to improve
- the support they can expect.

How you react to feedback you are given is important. If the feedback is constructive, there is no need to get upset or defensive. You should respond positively to it and change your behaviour accordingly. If the feedback is not constructive, you might want to ask the person to clarify what the expected standards are.

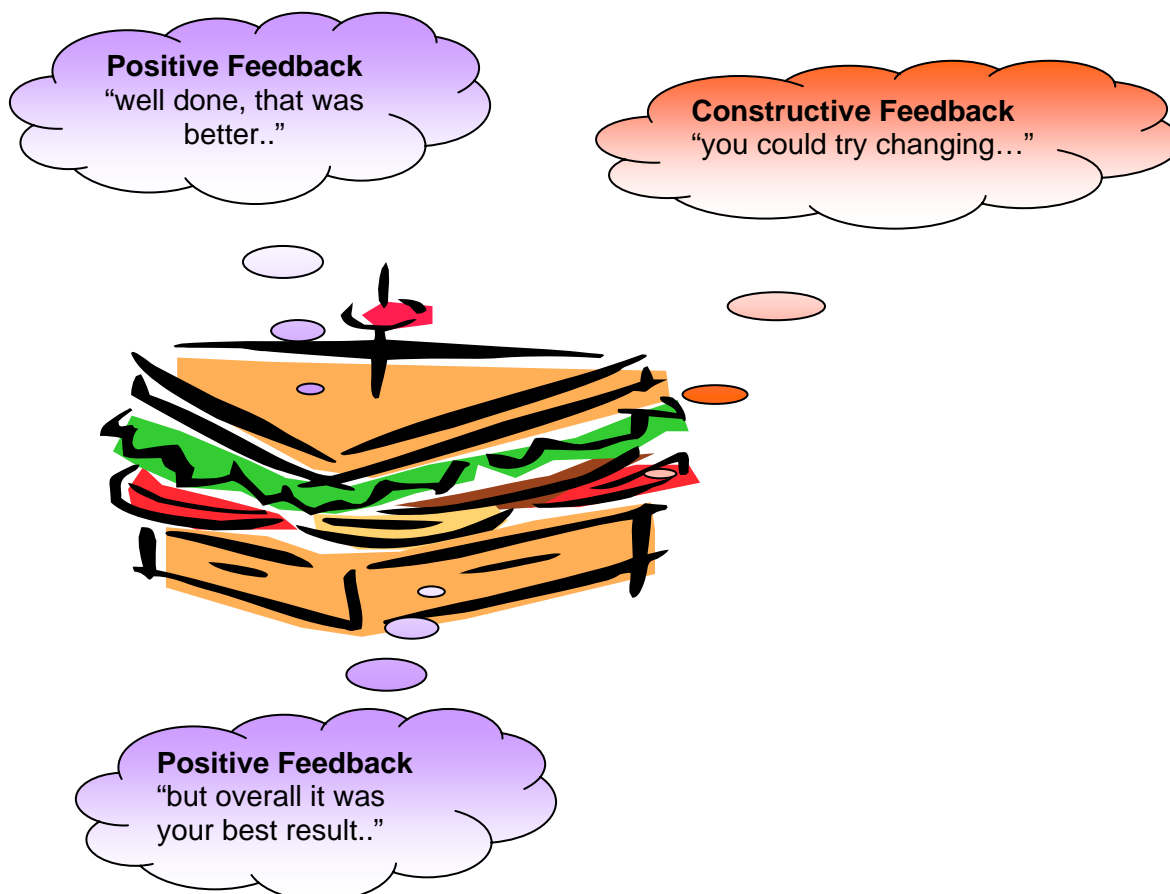
Remember to use your active listening skills when you are receiving feedback so that you can understand what you need to do to improve.

The Feedback Sandwich

In the diagram below you can see that **feedback is similar to a sandwich**. This way the person receiving the feedback is never left with a negative feeling.

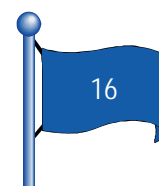
What you have is:

- the top slice = **positive feedback**, for example, well done, good attempt, I like the way you did etc.
- the filling = **constructive feedback**, for example, when you did next time try
- the bottom slice = **positive feedback**, for example, but overall it was pretty good and the cake looked great!



Learning to take and to give constructive advice and feedback in a **positive** and **constructive** way is not only an important attitude to develop for the Hospitality Course but in many other areas of your life as well.

Customer Care Skills



We've probably all had experience of staff in restaurants or shops who do not appear to care about us, the customer. However everybody likes to be treated well. You'll experience a wide range of customer behaviours and you will have to deal with them in some way.

Dealing with good behaviour is easy. However when customers become upset or angry, you need to keep your 'cool' and rely on the person responsible to calm down the situation. It's important to listen to your customers, give them as much assistance as possible, and explain to them that if you cannot help them, then the person responsible will help.



Activity

Can you tell what these customers are thinking?

Look at the pictures on the following pages and see if you can match them to the attitudes listed below. Just write below the picture the word that you think best matches each facial expression. This is a bit of fun, but it's also to remind you that you must pay attention to the facial expressions of customers so that you can react in the most helpful way.

Worried	Considering	Angry	Happy	Doubtful
Shy	Exhausted		Accusing	Hard of hearing





Solution



considering



worried



exhausted



shy



accusing



hard of hearing



doubtful



happy



angry

Self Review and Evaluation



To be able to evaluate yourself fairly, honestly and helpfully is a valuable life skill, which will be an asset to you in your job. You may have a willingness to learn but if you don't think back on your experiences and learn from them, you will not develop yourself. In order to help you draw conclusions about your personal strengths and recognise areas which require further development, here are some useful questions/statements you could use:



- At the end of an event/interaction/project/task, how do you feel?
- What are you proud of?
- Compare what you have achieved with what you hoped for and expected at the start
- Did you work hard or not?
- Did you get a lot done or not?
- What kinds of things were difficult or frustrating?
- What kinds of things were easy?



- What was the most important thing you did?
- What was your best moment?
- What was your worst moment?
- Was there a crisis or turning point?
- What did you learn from best/worst moment, turning point or crisis?
- What skills did you learn?
- In what ways could you have done a better job?
- What advice will you give yourself?



In the Skills for Work Unit *Hospitality: Developing Skills for Working in Hospitality (Intermediate 2)* you'll be encouraged to develop, review and evaluate your skills by completing three reviews at different points during the Course.

Please take some time to read the **Review Sheet** (which your tutor will give you) to make sure you understand what's involved in completing the sheet. Your tutor will discuss this with you.

The review process lets **you** identify the action you need to take to improve. You'll be making judgements based on your progress. Your tutor will also give you feedback and discuss this with you.

The main thing that your tutor will be looking for is evidence that you have gone through a process of **self-evaluation** and have honestly identified your strengths, weaknesses and points for improvement.

Understanding Roles and Responsibilities in the Workplace



It's no fun being unsure about what you are responsible for and what you have to do: it's very stressful and can in fact be very dangerous. On this Course, your tutor will give you full instructions about what you are expected to do and how, but you should think about the following:

- You have a responsibility for the safety of both yourself and others around you: this is the most important responsibility - especially in the professional kitchen because of the dangers involved. If you muck around and put yourself or others in any danger, you will not be allowed to continue with this Course.
- If you are unsure of any of your roles and responsibilities in any way, **you must ask before carrying on.**

Hospitality Course Evaluation Questionnaire

To help us to make the first steps of this course easier for new students, we'd be grateful if you would take a few minutes to complete and return this survey.

Please show how far you agree with the following statements by circling the appropriate number. Circle n/a (not applicable) if you feel unable to comment.

Many thanks

Course: _____

Date: _____

		Agree completely	Agree mostly	Disagree mostly	Disagree completely	Not applicable
1	The course lived up to my expectations	4	3	2	1	n/a
2	Staff involved in delivery of the course were approachable, helpful and supportive in their teaching	4	3	2	1	n/a
3	Things seemed well organised	4	3	2	1	n/a
4	I spent more time doing practical work in the kitchen and restaurant learning new skills than in the classroom	4	3	2	1	n/a
5	I now have a better understanding of what employability skills are	4	3	2	1	n/a
6	I now know the importance of self-evaluation and review in all aspects of my life	4	3	2	1	n/a
7	I now have a better understanding of how to apply food hygiene and health and safety procedures in the workplace	4	3	2	1	n/a
8	I enjoyed my time on this course and feel that it is a good way to learn	4	3	2	1	n/a
9	I believe that I am now more 'employable' in the hospitality industry as a result of studying this course	4	3	2	1	n/a

Student Name:	
Date:	

Now, please answer the following questions about the hospitality course:

1. The thing(s) I liked best about the course was:

2. The thing(s) I liked least about the course was:

3. What I think could improve the course is:

Many thanks for taking the time to complete this questionnaire.

Glossary of Terms

Term	Meaning
Employability/employable	Employability literally means the ability to be employed. If you are employable, you have many useful qualities that can be used in the workplace.
Flexibility	A flexible person in this sense does not mean they can do backbends! It means that they are willing to adapt and work in different shift patterns and hours to meet the needs of a business and can also turn their hands to different tasks. Nowadays, many employers think that flexibility is very important.
Hazard	A hazard is a danger that could cause harm to those involved (and those around them) when carrying out a task.
Reflect	To reflect in this sense means to think back and consider how things went, therefore learning from any mistakes that we made.
Resources	Resources are things that are necessary to carry out a task. They may be the food, the equipment, etc. They can even be the people (human resources).
Risk	Risk is the level of danger that a hazard presents to us (see hazard above). If the risk is high, then it is vital that we take as many precautions as possible to reduce the risk and make ourselves (and others) less likely to be harmed.
Self-evaluation	Self-evaluation is about judging yourself against given standards: It's a useful way to reflect on your performance and to think about how to improve it.
Skill	A skill is an ability that you have gained through practice. This course is all about developing skills.