

Skills for Work:
Hospitality
Intermediate 2

Developing Skills for Working in Hospitality



Support Material

August 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)

Developing Skills for Working in Hospitality

F3J0 11

Introduction

These notes are provided to support teachers and lecturers presenting the Scottish Qualifications Authority Course F3J0 11, *Hospitality: Developing Skills for Working in 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 |
| Unit Outcomes, PCs and Evidence Requirements | 17 |
| Employability Skills Profile | 21 |
| Careers Scotland Support | 22 |
| Tutor Support Section | 23 |
| Introduction | 24 |
| Learning and Teaching with Under 16s | 26 |
| General Guidance on Unit Delivery | 30 |
| Unit Induction | 30 |
| Sequence of Delivery | 31 |
| Signposting of Employability Skills | 32 |
| Guidance on Integrating Employability Skills | 33 |
| Generating Evidence and Assessment Opportunities for Employability Skills | 34 |
| Resources | 41 |
| Solutions to Student Activities | 43 |
| Student Support Section | 46 |
| Tutor Note on Student Activities | 47 |
| Welcome to Developing Skills for Working in Hospitality | 48 |
| Outcome 1 | 49 |
| Sectors of the Hospitality Industry | 49 |
| Organisational Aims | 56 |
| Products and Services | 57 |
| Skills and Attitudes | 58 |
| Outcome 2 | 62 |
| Interviews | 62 |

| | |
|--|----|
| Answering Questions | 63 |
| Asking Questions | 67 |
| Dressing for the Interview | 67 |
| Body Language | 68 |
| Interview Technique | 69 |
| Interview Question and Appraisal Sheet | 70 |
| Outcome 3 | 71 |
| Glossary of Terms | 72 |

How to Use this Pack

None of the material in this pack is mandatory. Rather, it is intended as a guide and an aid to delivery of the Unit and 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 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 pack is organised into several sections:

The **Reference Section** provides information on the rationale for, and ethos behind, *Skills for Work* courses, the course rationale, the Unit Outcomes and evidence requirements and the Employability Skills Profile for Hospitality (Intermediate 2), showing where the specified employability skills and attitudes can be evidenced and assessed throughout the Course and in this unit.

The **Tutor Support Section** contains a suggested approach to teaching the Unit, advice on learning and teaching with under-16s, guidance on unit induction, unit delivery and advice on integrating the development of employability skills throughout the unit. Finally, this section suggests resources which may be useful for tutors and students.

The **Student Support Section** contains guidance and instruction on the different sectors of the hospitality industry, learning about the difference between 'commercial' and 'non-commercial' organisations, finding out about their organisational aims and the products and services that these organisations provide. Students will also investigate job roles and the skills and attitudes that people need in order to do these jobs. Applying for jobs and getting an interview is a skill in itself and so students will learn how to prepare for an interview for a job and also review and evaluate a range of employability skills that are necessary for working in the hospitality industry.

You may wish to place material from the student notes on your own Intranet by downloading this pack from the *Skills for Work* section of the SFEU website http://www.sfeu.ac.uk/skills_for_work

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 timekeeping, 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

This 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 the 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 the 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.

Unit Outcomes, PCs and Evidence Requirements

National Unit Specification: statement of standards

Unit:

Hospitality: Developing Skills for Working in Hospitality (Intermediate 2)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

Outcome 1

Investigate the hospitality industry and the relevant skills and qualities needed to work in the industry.

Performance Criteria

- a) Identify the main commercial and non-commercial sectors of the hospitality industry.
- b) Identify and describe the aims of specific hospitality establishments.
- c) Identify and describe the range of products and services provided by these hospitality establishments.
- d) Identify and describe the job roles of staff employed in these hospitality establishments.
- e) Identify the skills and attitudes relevant to one of these job roles.

Outcome 2

Prepare for and participate in an interview for a specific job role in the hospitality industry.

Performance Criteria

- a) Identify own skills and attitudes that would be required for the job role.
- b) List potential questions which may be asked by the interviewer.
- c) List relevant questions to ask at the interview.
- d) Arrive on time and appropriately dressed for the interview.
- e) Answer the questions asked by the interviewer appropriately using effective verbal and non-verbal communication skills.
- f) Ask relevant questions at appropriate points during the interview using effective verbal and non-verbal communication skills.

Outcome 3

Review and evaluate own employability skills in specified practical activities.

Performance Criteria

- a) Identify own strengths and weaknesses in specified employability skills.
- b) Seek advice and take account of feedback from others when reviewing own employability skills.
- c) Identify areas for improvement in specified employability skills and set relevant goals.
- d) Evaluate progress in achieving goals over a set period of time.

Evidence Requirements for this Unit

Evidence must be produced to demonstrate that all Outcomes and Performance Criteria have been met.

Written/oral evidence, performance evidence and candidate reviews are required for this Unit.

- Written/oral evidence is required which demonstrates knowledge and understanding of aspects of the hospitality industry and the skills required in the industry.
- Performance evidence of a simulated/role play job interview supported by an assessor checklist.
- Candidate reviews based on practical activities which have been carried out under supervision either in a professional kitchen and training restaurant, realistic working environment or workplace, and should involve working with others in a team and provide opportunities to demonstrate good working practice.

Outcome 1: Written/Oral Evidence

Written/oral evidence will be produced by the candidate on their own at appropriate points throughout the Unit. The evidence should be gathered in a folio and candidates must be given a clear brief that the folio must contain:

- a list of the main sectors of the hospitality industry categorised into commercial and non-commercial
- a description of the aims of two different hospitality establishments. One establishment must be commercial and one non-commercial. Teachers and lecturers should guide candidates in their choice of establishments.

- a description of the range of products and services that each of these establishments offer
- a description of two job roles in each of the establishments
- a list of the skills and attitudes relevant to one of these job roles

The sectors will be selected from the list below

| Commercial | Non-commercial |
|------------------------------|-----------------------|
| Hotels | Hospitals |
| Travel Lodges | Residential Homes |
| Guest Houses | College Refectory |
| Bed and Breakfast Operations | School Meals |
| Restaurants | Prison Service |
| Cafes | Armed Forces |
| Fast Food Outlets | |
| Contract Catering | |

Outcome 2: Written/Oral Evidence and Performance Evidence

Candidates will produce written/oral evidence for the interview which will include:

- listing own skills and attitudes relevant to one job role
- a list of a minimum of **three** potential questions which may be asked by the interviewer
- a list of **two** relevant questions to ask at the interview

The candidate will be interviewed by **one** other person who may be the assessor or a representative from the hospitality industry. The interview may be simulated/role play and should last between 5 and 10 minutes.

The evidence of candidates' performance during the interview should be supported by an assessor observation checklist and should show that the candidate:

- arrived on time and was appropriately dressed
- answered the questions appropriately
- asked relevant questions at appropriate points
- used effective verbal and non-verbal communication skills

The assessor observation checklist must be retained to provide evidence of performance during **one** interview.

Outcome 3: Written/Oral Evidence

Candidates will identify their own strengths and weaknesses in specified employability skills and review and evaluate their performance following feedback from others. They will also identify areas for improvement and set relevant goals. The evidence required will be three completed reviews. One will be based on an initial review, the second completed half way through the Unit, and the third will be based on a review towards the end of the Unit. Candidates should take ownership of the review process.

The NAB pack provided for this Unit illustrates the standard that should be applied. It includes an investigation pro forma, assessor checklists and candidate review sheets, which include the specified employability skills. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

NB Centres must refer to the full Unit Specification for detailed information related to this Unit.

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 |
| • ability to follow 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/or 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 Unit provides a progression from the Unit *Hospitality: Working in the Hospitality Industry (Intermediate 1)*. In contrast to Intermediate 1, the investigation for this Unit should not be restricted to the local area, but students should be encouraged to investigate national and global provision. When they have identified the sectors of the hospitality industry, they should then be introduced to the concept of commercial and non-commercial establishments. They will then go on to identify the organisational aims of hospitality establishments and the products and services provided by these establishments. Job roles of staff will also be researched along with the skills and attitudes that these members of staff need to have. Students will then prepare for and experience a simulated job interview. The simulated interview should be conducted by the tutor and/or a visiting speaker from a local hospitality establishment and should last between 5 and 10 minutes.

The Unit will also provide the opportunity for students to recognise the employability **skills** that employers have stated as being most important for employees in the hospitality industry. Students will identify strengths and weaknesses and review and evaluate employability skills following feedback from others, set goals and monitor progress over time. The employability skills in this Unit are similar in many cases to the employability skills identified in the Unit *Hospitality: Working in the Hospitality Industry (Intermediate 1)*. However, in this Intermediate 2 Unit students will be expected to take these to the next level. For example, they will be expected to **understand** the importance of timekeeping and attendance, and act on it; **apply** food hygiene and health and safety procedures; have confidence to give feedback and understand the roles and responsibilities of the workplace, in addition to the other employability skills.

The specific aims of this unit are to:

- Identify the main commercial and non-commercial sectors of the hospitality industry
- Identify and describe the organisational aims of specific hospitality establishments
- Identify and describe the range of products and services provided by these hospitality establishments
- Identify and describe the job roles of staff employed in these hospitality establishments
- Identify the skills and attitudes relevant to two of these job roles
- List potential questions which may be asked by the interviewer during the interview

- List relevant questions to ask at the interview
- Arrive on time and dressed appropriately for the interview
- Answer the questions asked by the interviewer appropriately using effective verbal and non-verbal communication skills
- Ask relevant questions at appropriate points during the interview using effective verbal and non-verbal communication skills
- Identify own strengths and weaknesses in specified employability skills
- Seek advice and take account of feedback from others when reviewing own employability skills
- Identify areas for improvement in specified employability skills and set relevant goals
- Evaluate progress in achieving goals over a set period of time

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.

General Guidance on Unit Delivery

The main aim of this unit is to familiarise students with aspects of work in the hospitality industry and to make them aware of the skills and attitudes that are necessary for this area of work. They will also become aware of how they might prepare for employment through preparing for and participating in a simulated interview. They will also evaluate their own employability skills for work in this area at specific stages while undertaking this unit - near the beginning, in the middle and when the unit is completed.

It is strongly recommended that students are taken on a visit to at least one local establishment to experience the environment for themselves. Students could also be given the opportunity to discuss job roles with someone who works in the industry. This may be possible during the visit or at another time, for example, through visiting speakers. It may be useful to help students to draw up a list of pertinent questions that would be suitable to use in this instance. These questions could be prepared through group discussion prior to the visits taking place. Questions should focus on the organisational aims of the establishment, which could also help students to understand the advantages of businesses adopting a corporate approach, and the products and services that these establishments provide. Students should also find out about the job roles of staff members and the skills that are associated with these roles.

Unit Induction

An induction session in week 1 will prepare students well for the Unit and help to clarify aims and expectations, what the Unit is all about and any uncertainties they may have about the Unit and how it will be delivered. Induction may include the following:

- an outline of the Unit content – what they're going to be doing
- how it fits in to the *Hospitality (Intermediate 2)* Course
- your plans for teaching the Unit – how they'll be learning the skills
- assessment methods and schedule
- where employability fits in – start by asking them what they think!
- you might also think about inviting a representative from the hospitality industry to speak to the class about the types of employment available in their organisation, about employment and educational opportunities prospects in hospitality, about what prospective employers will be looking for at interview and to reinforce the value that employers put on employability skills.
- the importance of regular attendance and good timekeeping to encourage the students to get into good habits – as if they were at work and in employment!

Sequence of Delivery

It is recommended that Outcome 1 of this Unit should be the first to be delivered as it is intended to give a general introduction to the sectors of the hospitality industry. Students should also be introduced to the material in Outcome 3 at an early stage in the unit as this is intended to help them build awareness of their own employability skills in this area, and will help them to prepare for the simulated job interview. The interview should take place at a suitable point during the delivery of the Course after students have had adequate time to prepare and to practise in role play situations with their peers.

Outcome 1: Investigating the Hospitality Industry


This first part of the Unit gives an overview of the sectors of the hospitality industry, whether sectors are commercial or non-commercial and the products and services that are available from these establishments. This part of the Unit also looks at the organisational aims of particular establishments, the job roles of staff and the skills and attitudes that these members of staff need to have to work in these establishments.

Outcome 2: Prepare for and Participate in an Interview

All students will be given the opportunity to learn how to present themselves well in an interview situation for work in hospitality. They will learn about preparing for the interview and be able to rehearse the communication skills which will help in building both competence and confidence thus increasing their chances of success. The simulated interview should last between 5 and 10 minutes and could be carried out by a visiting speaker from the industry which would add both value and a sense of realism to the process.

Outcome 3: Evaluate own Employability Skills

Students will be involved in reviewing and evaluating their employability skills in relation to hospitality at three key points in the Unit. This will consist of an initial evaluation at the beginning, a second at an intermediate stage and a final one at the end of the Unit. Students should be able to set goals for improvement and to see where progress has been made in individual areas.

Activities are identified with the symbol 

Signposting of Employability Skills

In addition to the specific vocational skills developed in this Unit, students will have opportunities to develop and apply their knowledge and understanding of the 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 Unit.



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

Opportunities to learn and develop all of these skills and to generate evidence for assessment of them are distributed throughout the Unit.

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!

Guidance on Integrating Employability Skills

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

This Unit builds on the employability skills development that takes place in the *Hospitality (Intermediate 1)* Course, and therefore the achievement of this Course is a good basis for proceeding to *Skills for Work Hospitality (Intermediate 2)*.

As in the *Hospitality (Intermediate 1)* Course, the focus is very much about 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, **applying** food hygiene and health and safety procedures, developing confidence to **give** feedback and understanding the roles and responsibilities of the workplace.

This Unit embeds coverage of many of the Employability Skills essential for success in the industry. **However, Outcome 3 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 all the Units in the course.** Opportunities will occur throughout these other Units to identify, develop and practise relevant employability skills, in the contexts of:


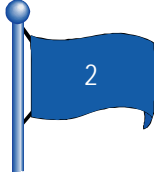
- *Hospitality: Developing Skills for Working in the Professional Kitchen*
- *Hospitality: Front of House Operations*
- *Hospitality: Events*

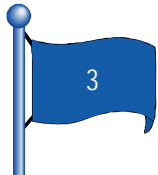
If the students learn good work habits as a matter of routine, the assessment of the *Employability Skills* will be accomplished, for the most part, as a natural consequence of their work.



Note:


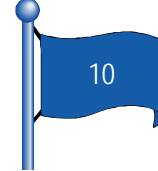
Student activities for each of the Employability Skills can be found in the Intermediate 2 **Course Guidance and Employability Skills** support pack. There are also activities which can be found in the Intermediate 1 Course Guidance and Employability Skills support pack.


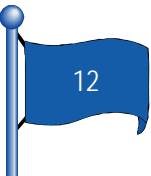
Generating Evidence and Assessment Opportunities for Employability Skills


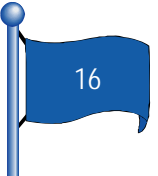
| | | |
|--|---|---|
|  <p>Positive attitude to workplace and learning</p> | <ul style="list-style-type: none"> The students will have lots of opportunities to demonstrate a positive attitude to learning throughout their experience in all the Units – because they have a lot to learn! However their attitude to learning will be influenced greatly by their impressions of the Units and how quickly they get stuck in to the fun part. 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 Unit <i>Hospitality: Developing Skills for Working in Hospitality</i> 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. It will therefore be one of 'distance travelled' rather than a particular minimum percentage of classes attended. | <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 each activity, ie. correct uniform, appropriate equipment |



| | | |
|--|--|--|
| | <ul style="list-style-type: none"> • Attendance and timekeeping should be monitored throughout the Unit. 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. | |
|  <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 • personal presentation during workplace visits • appearance at interview |

| | | |
|--|---|--|
|  <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 class • meeting and speaking to industry representatives • communication at interview |
|  <p>Work cooperatively 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 sequencing of work • planning and preparation • out of college visits • 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. • Flexibility and adaptability are in the nature of our business and this should always be stressed to young learners. | <p>Throughout the course:</p> <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 whereby 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. | <p>Throughout the course:</p> <ul style="list-style-type: none"> • work safely during practical classes • work hygienically during practical classes • carry out basic risk assessments • wear appropriate uniform • safe use of equipment • safe use of materials • use a clean-as-you-go approach during kitchen practical sessions • while on industry visits |
|  <p>Planning and preparing for work</p> | <ul style="list-style-type: none"> • Guidance on how students should prepare to carry out tasks 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 resources 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 the investigation • correct selection of materials • co-operation with others • plans of work to be undertaken for complex tasks. |

| | | |
|--|--|--|
|  <p>Confidence to seek feedback</p> <p>Confidence to give feedback</p> <p>Self review and evaluation</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. This will be particularly important in this unit during the interview process – the students are likely to be nervous and may be either over critical or over confident in relation to their own performance. If they are involved in giving feedback to their peers on their performance it will be important for tutors to show how this can be done constructively and positively. • 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. | <ul style="list-style-type: none"> • carrying out self-evaluation exercises • completing self-evaluation worksheets • peer assessment and review • evaluating how well they carry out tasks • action planning and setting goals • identification of next steps • discussions with teacher/tutor and members of their team |
|  <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 • in the context of this unit, there may be opportunities to discuss specific establishments’ customer care policy and practices |

| | | |
|---|---|--|
|  <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 jobs that need to be taken to carry it out, in order of importance. • The skill of multi-tasking can be developed when the students have to see the way through all these jobs and perform them in a time efficient manner. | <ul style="list-style-type: none"> • encourage the young learner to see the whole picture • encourage the prioritisation of tasks • planning time for investigation and interview planning |
|  <p>Understanding roles and responsibilities in the workplace</p> | <ul style="list-style-type: none"> • Understanding the various roles and responsibilities will bring work in 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 this 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 activities for this unit. | <ul style="list-style-type: none"> • Investigate 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 • 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> |

Resources



Website resources

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

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

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

Intute aims to match resources to the hospitality and catering curriculum and each resource has been evaluated and categorised by subject specialists based at UK universities.

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

This is the website of an organisation that promotes and advises on careers in hospitality, leisure, travel and tourism. The CareerScope section is particularly useful for this Unit. It includes a jobs database, skills matching tool and career profiles.

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

Although operated by a Canadian company this website has a searchable database of mainly UK based hospitality jobs. It includes vacancies in hotels, restaurants, resorts, and casinos, as well as on cruise ships, in bars, pubs, and catering. Also included is news and company information on careers, with links to its US and Canadian websites, a newsletter archive containing advice on the industry, and separate sections for employers and recruiters, containing FAQs, profiles and job seeking tools.

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

The hospitality online portal is a medium for matching hospitality recruitment employers and agencies with those searching for work in the industry. Search for a specific job type, nationally and internationally, or browse the featured employers, for company information and lists of vacancies. There are separate subsections of the site for chef jobs, and hospitality training, which is a section allowing training institutions to register their courses and help to attract new students. Also included are tips for completing a CV; tips for interviews; tips for writing covering letters and tips for job hunting.

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

This is an online guide to employment and training in the UK hotel industry. It is possible to search or browse for vacancies by hotel brand, group or type, or location. The 'Job profiles' section provides a series of job descriptions under the

headings of conference and banqueting, food and beverage, front office, hotel management, housekeeping, kitchen and spas and leisure. The case studies section features anecdotes from people with successful careers in the hotel industry categorised under front office, restaurant and maintenance. The resources section contains useful information about qualifications for careers in hospitality as well as links to further sites of interest.

Solutions to Student Activities

Activity 1

| Sectors | Description |
|--------------------------|--|
| Guest Houses | 3. These are usually smaller than a hotel sometimes welcoming guests into the household and having more limited facilities for guests. Usually the owner personally manages the business and does not employ managers to do the job for him. The majority of owners are genuinely interested in their guests and pride themselves on the warmth of welcome and quality of service. They are also usually local people with a good knowledge of the area so they can advise on tourist information. |
| Contract Caterers | 1. These provide a service to businesses who want to provide a catering service for their employees but who don't want to employ people to prepare, cook and serve the food. This service can range from a full service being prepared and cooked on the business's premises to a range of sandwiches prepared off site and brought in. They can also be engaged to provide a service at events, for example, the Open Golf Championship, or weddings being held in locations other than a hotel. |
| Travel Lodges | 2. These are hotels that are usually built near motorways, major roads or airports and they cater for people travelling from one place to another. They provide rooms usually at one price for the room, sometimes business facilities like meeting rooms, and continental breakfast at an additional cost. They don't usually have a restaurant but are sometimes situated next to fast food outlets or other restaurants. |

Activity 3

| Commercial | Non-Commercial |
|------------------------------|-------------------|
| Bed and Breakfast Operations | Armed Forces |
| Hotels | Prisons |
| Guest Houses | Hospitals |
| Travel Lodges | Residential Homes |
| Fast Food Outlets | College Refectory |
| Cafes | School Meals |
| Contract Caterers | |

Activity 7

| Skills | Attitudes |
|-----------------------------|-----------------------------------|
| <i>Customer care skills</i> | <i>Reliable</i> |
| <i>Team player</i> | <i>Friendly</i> |
| <i>Cash handling</i> | <i>Honest</i> |
| <i>Efficient</i> | <i>Good personal presentation</i> |

Activity 10

This activity is intended to give students practice in interview situations prior to the assessment which will be conducted by the tutor and/or a visiting speaker from a local hospitality establishment.

Interviews should be conducted in as realistic a setting as possible with regard to seating arrangements and so on. The ideal group size for this activity is four, allowing an interview panel of two and two students as interviewees. Each member of the interview panel prepares three questions to ask. They will each score the students' responses to all the questions and then confer at the end of the interview.

Following the interviews, the panel will give feedback to the individual students. The group members can then swap roles.

At the conclusion of the interviews the post would be offered to the student with the highest score. This might prove an interesting point for discussion as to the effectiveness of this method of staff selection. Do participants feel that the highest scoring student would actually be the best for the job?

Interview Question and Appraisal Sheet (Exemplar)

Student _____ Lizzie Queen _____

Date 16:03:09

| Questions | | Max Score | Student Score |
|---|---|-----------|---------------|
| Panel Member 1 | Can you tell me why you would like to work as a waiter? | 5 | 4 |
| | What skills do you have for this kind of work? | 5 | 4 |
| | What do you know about our hotel? | 5 | 3 |
| Panel Member 2 | Could you work extra hours if we were very busy? | 5 | 3 |
| | How would your friends describe you? | 5 | 4 |
| | What are your future ambitions in this area of work? | 5 | 2 |
| | | | |
| Personal Attributes and Qualities | | | |
| Confidence | | 5 | 4 |
| Communication Skills | | 5 | 3 |
| Enthusiasm | | 5 | 4 |
| Experience | | 5 | 2 |
| Appearance | | 5 | 4 |
| | | | |
| Total Score | | 55 | 37 |
| Notes | | | |
| Overall good candidate – limited experience but lots of enthusiasm, smart appearance and has done a <i>Skills for Work</i> Hospitality course. Keen to learn. | | | |

Student Support Section

Tutor Note on Student Activities

This section includes both student notes and activities. These materials are offered to centres as a flexible set of materials and activities which can be selected, altered and used in whatever way suits individual centres and their particular situation. For example, in the case of the student activities you might want to talk through the instructions with the learners and then give them out on paper as reminders. You are encouraged to adapt and use the materials creatively in ways which will best engage your students

It is not intended that the Student Support Section is issued to students as complete pack.

There are some activities that may require students to use the Internet. A range of **online resources** are identified that could help students particularly in the investigation element in Outcome 1, and in the preparation of questions that may be asked at an interview in Outcome 2. It might be appropriate to allocate class time in a flexible learning environment either as a dedicated IT room or within mainstream college facilities. Ideally it would be useful if you had a classroom with a minimum of 12 computers in it.

The online research and activities will provide students with a more **blended** approach to teaching and learning. School students will be familiar with this approach. For students returning to study, you may need to spend time supporting them in the use of electronic resources.

The activities associated with employability skills can be found in the Intermediate 2 Hospitality Course Guidance and Employability Skills pack. These can also be supplemented with the activities in the Intermediate 1 Course Guidance pack which incorporates the Unit *Hospitality: Working in the Hospitality Industry* (Intermediate 1).

Welcome to Developing Skills for Working in Hospitality



In this unit you'll be investigating the sectors of the hospitality industry, learning about the difference between '[commercial](#)' and 'non-commercial' organisations, finding out about their organisational aims and the products and services that these organisations provide. You'll also investigate job roles and the skills and attitudes that people need in order to do these jobs. Applying for jobs and getting an interview is a skill in itself and so you'll learn how to prepare for an interview for a job and you'll review and evaluate a range of employability skills that are necessary for working in the hospitality industryso let's get started!

Outcome 1

Investigate the hospitality industry and the relevant skills and qualities needed to work in the industry

Sectors of the Hospitality Industry

The first Outcome in this Unit is about investigating the sectors of the hospitality industry, and here they are:

Hotels



Travel Lodges



Bed and Breakfast and Guest Houses



Residential Homes



Hospitals



College Refectory



School Meals



Cafés



Restaurants



Fast Food Outlets



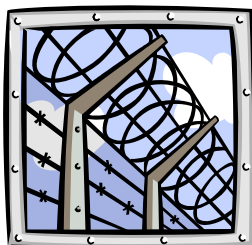
Contract Catering



Armed Forces



Prison Service





Activity 1



Do you know what all these sectors do? Match the sector with the descriptions below:

| Sectors | Description |
|-------------------|-------------|
| Guest Houses | |
| Contract Caterers | |
| Travel Lodges | |

1. These provide a service to businesses who want to provide a catering service for their employees but who don't want to employ people to prepare, cook and serve the food. This service can range from a full service being prepared and cooked on the business's premises to a range of sandwiches prepared off site and brought in. They can also be engaged to provide a service at events, for example, the Open Golf Championship, or weddings being held in locations other than a hotel.
2. These are hotels that are usually built near motorways, major roads or airports and they cater for people travelling from one place to another. They provide rooms usually at one price for the room, sometimes business facilities like meeting rooms, and continental breakfast at an additional cost. They don't usually have a restaurant but are sometimes situated next to fast food outlets or other restaurants.
3. These are usually smaller than a hotel sometimes welcoming guests into the household and having more limited facilities for guests. Usually the owner personally manages the business and does not employ managers to do the job for him. The majority of owners are genuinely interested in their guests and pride themselves on the warmth of welcome and quality of service. They are also usually local people with a good knowledge of the area so they can advise on tourist information.

Hope you managed to get them right!



Activity 2



Now write down a short description for each of the other sectors:

| Sectors | Description |
|-------------------------------------|--------------------|
| Hotels | |
| Restaurants | |
| Bed and Breakfast Operations | |
| School Meals | |
| Prisons | |

| | |
|--------------------------|--|
| Cafés | |
| Hospitals | |
| College Refectory | |
| Fast Food Outlets | |
| Residential Homes | |

OK, now that you've found out what the sectors do, you need to sort these sectors into 'commercial' and 'non-commercial'.



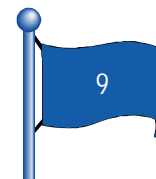
The dictionary definition of '**commercial**' is '*done **primarily** for financial profit*'. In other words the **main** reason for 'commercial' organisations being in business is to **make money**.



So this must mean that the main reason for running '**non-commercial organisations**' is something other than making money. Sometimes 'non-commercial' organisations are called 'welfare' or 'not for profit' and this means that the main reason for running them is to **provide a service**.



Activity 3



Using all the sectors shown on pages 48 and 49, complete this table by putting the sectors that you think are in business mainly to make money in the 'commercial' column and then those that you think would be a 'welfare' or 'not for profit' organisation should go in the 'non-commercial' column. One of each has been put in to get you started!

| Commercial | Non-Commercial |
|------------------------------|----------------|
| Bed and Breakfast Operations | Armed Forces |
| | |
| | |
| | |
| | |
| | |
| | |

Organisational Aims

Each of the businesses in these sectors will have organisational **aims** and this is sometimes called their **mission statement**.



Activity 4

During a visit to a hotel, find out what their organisational aims are.



Activity 5

Find out what your local college's **mission statement** is.



Products and Services

Products are what the sector produces and **services** are what the sector provides for its customers.

Here's an example of the products and services provided in a prison.

| Sector: Prisons | |
|--|--|
| Products | Services |
| <ol style="list-style-type: none"> 1. Reformed prisoners 2. Products that the prisoners make | <ol style="list-style-type: none"> 1. Secure accommodation 2. Meals 3. Education and training opportunities |



Activity 6



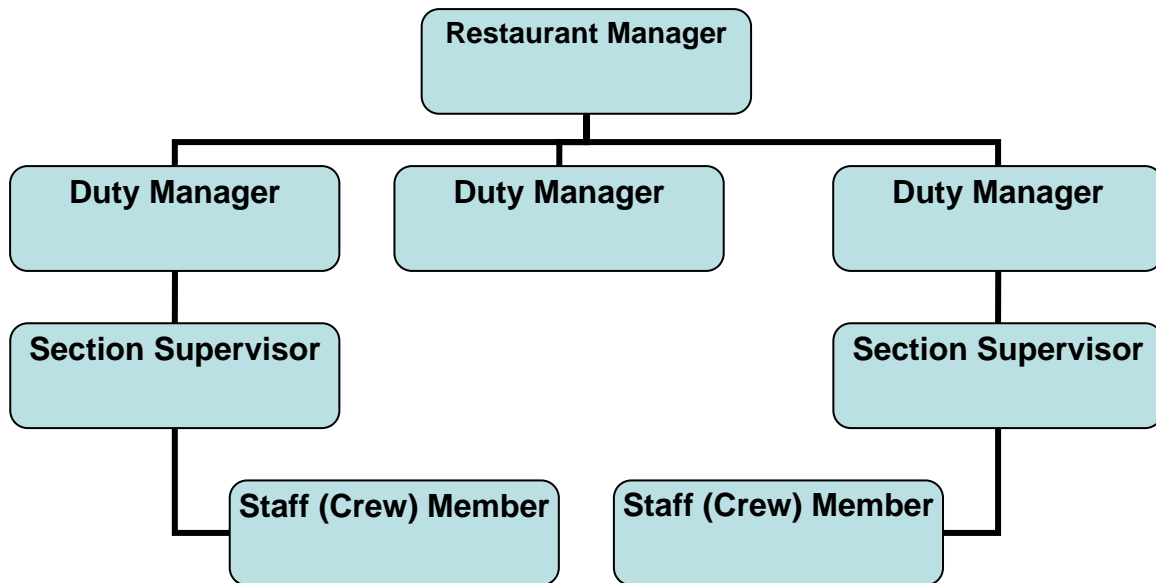
Work in groups of 2 or 3. Each group should choose one sector. Once you have decided on the sector, find out the products and services that this sector provides for its customers. Each group should choose a different sector and when you have all completed the activity, you should share with the other groups so that you can all get an idea about what different sectors provide.

| Sector: | |
|----------|----------|
| Products | Services |
| | |

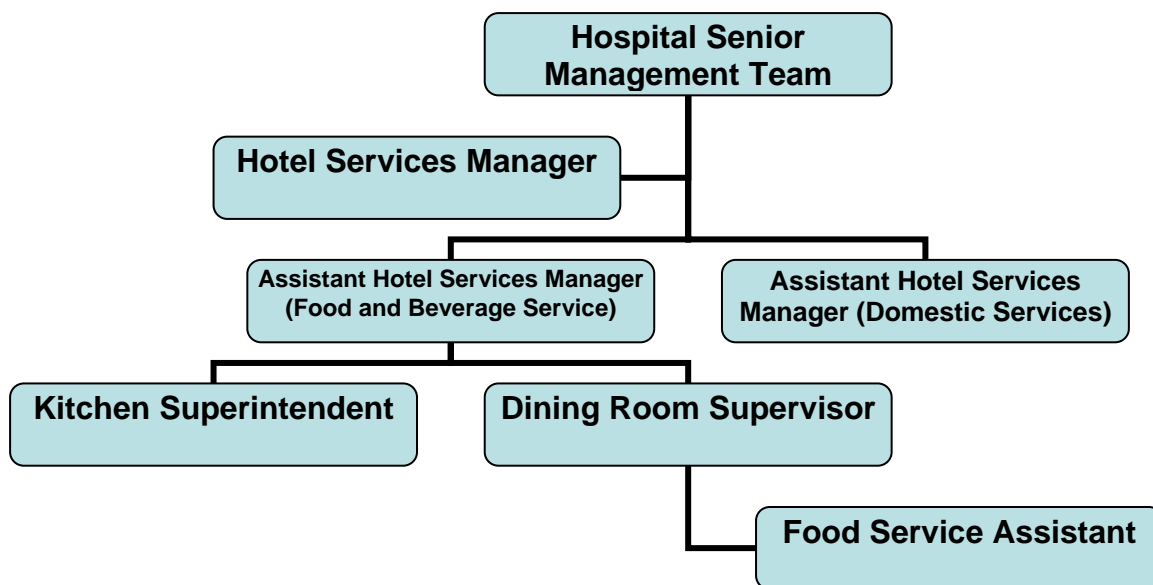
Skills and Attitudes

All hospitality organisations employ staff. Here are a few organisational charts for different organisations.

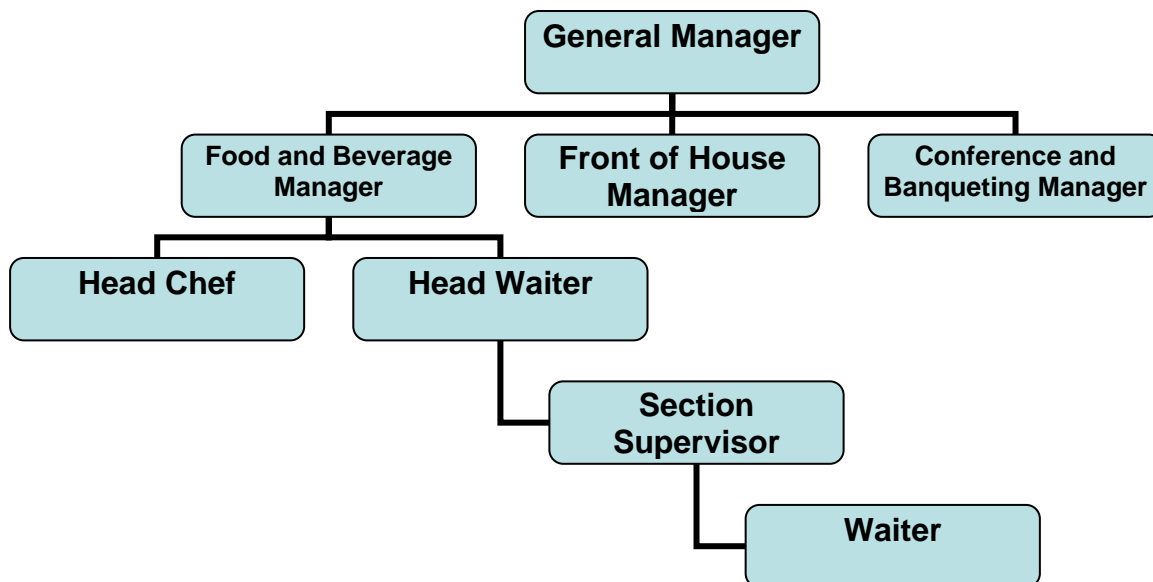
This [organisational chart](#) could be for a fast food chain, like McDonald's.



Here's an organisational chart for hotel services in a **hospital**:



Here's an organisational chart for a **large hotel**:



You'll notice that members of staff doing the same kind of job have different titles in these establishments. For example, the people serving the food in the fast food outlet are called 'crew', in the hospital they're referred to as 'food service assistants' and in the hotel they're called 'waiters'.

Have a look at the various staff members in the organisational charts on the previous pages and as a group, discuss the skills and attitudes that you think each of these members of staff would need in order to be good at their job.





Let's have a closer look at these jobs. Let's take the 'crew' in a fast food outlet and think about the skills and attitudes that would be needed in order to do this job.



Activity 7



Have a go at filling in this table putting the 'skills' that a member of crew would need to have on the left side and the 'attitudes' that would be good to have on the right side. An example of each is given to get you started.

| Skills | Attitudes |
|-----------------------------|-----------------|
| <i>Customer care skills</i> | <i>Reliable</i> |
| | |
| | |
| | |



Outcome 2

Prepare for and participate in an interview for a specific job role in the hospitality industry

Interviews

No one has yet come up with a better method for staff selection than some sort of interview, so we're stuck with it for now! Few interviews manage to create the ideal environment either for the applicants to comfortably present themselves in their best light or for the interviewers to feel satisfied that they have made the best selection possible. Any sort of interview essentially relies on people making judgements about others.



A job interview is your chance to show an employer what he or she will get if they give you a job. That's why it's essential to be well prepared for the interview.

Being well prepared means:

- knowing about the industry and the employer
- paying attention to things like your appearance
- being on time
- being aware of how you communicate during the interview.

The purpose of a job interview is to:

- see whether the company likes you
- see whether you like them
- sell yourself and promote your skills and abilities



Answering Questions

Let's suppose you looked in your local newspaper and saw that they were recruiting staff for their restaurant. You filled out an application form for a job as a waiter and sent it in.

Lucky you! You've got an interview next week.

Earlier in this Unit you found out about the skills and attitudes a member of crew would need to have to work in a fast food outlet. Have a look back at that activity and see if these skills and attitudes would be the same for working as a waiter.

The person who interviews you will be checking that you have the necessary skills and attitudes to do the job. They will do this by asking you a series of questions, so part of your preparation for the interview should be thinking about the questions that you could be asked and preparing the answers that you'll give.



Below are some types and examples of questions you may be asked in an interview. Can you think of any others? Form a pair with a classmate and role-play an interview situation for the job as a waiter at the hotel restaurant that you have researched. One should take the role of the interviewer and the other the interviewee. It's a good way of practising and dealing with nerves!

Types of questions

1. Sometimes the interviewer will ask a few 'closed questions' to check essential details. These may need just a 'yes' or 'no' or a very short answer eg. "Did you bring your CV with you?"
2. There may also be 'relaxer' questions to put you at your ease. Again, only brief answers may be needed eg. "Did you have a good journey here?" "Did you find us easily?"
3. 'Open questions' will encourage you to speak at length about yourself. You may be asked to expand on the details in your application form.
 - Tell me a bit about yourself.
 - What have you done since leaving school?
 - What relevant work experience have you had?
4. The main interview questions will try to find out what **qualifications**, **experience** and **personal qualities** you have that will make you a suitable candidate for the job on offer. These are likely to be open questions (ie. those which start with 'how', 'why', 'where', 'when', 'what') and they will allow you to give longer answers. For example:

Qualifications

How will your qualification in ----- help you in this job?

eg. How will your *Skills for Work Course in Hospitality (Intermediate 2)* help you in this job?

Experience

What did you learn from doing -----?

eg. How would you use your experience in helping with the youth club in this job?

Personal qualities

- What are your strengths and weaknesses?
- How easy do you find it to work with other people?
- Where do you see yourself in five years' time?
- Why should we employ you?

Remember – give reasons and examples/evidence for your answers. For example:

Question *How well do you get on with other people?*

Answer *Very well. I play in a five-a-side football team every week and I like meeting and talking to people.*

5. Some questions will be designed to 'probe' your suitability for the job. You may be given a situation and asked what you would do. For example:

You are working on the counter at the restaurant and a customer brings back the meal that they have just bought because it's cold. What do you do?

When answering this type of question, give yourself time to think. Then give a considered and honest response.

6. Never tell a lie at an interview. Try to give a positive response to difficult questions. Turn a weakness into strength wherever you can. For example:

Question *Have you any experience of working in a fast food outlet?*

Answer *No, but I'm keen to learn. Next term I'll be doing food service as part of my Skills for Work course.*

7. Prepare some sensible questions of your own, perhaps about training, safety etc. **Not** about holidays and tea-breaks!

Finally:

Be prepared to shake hands confidently with the interviewer both on arriving and leaving.





Activity 8: Answering questions

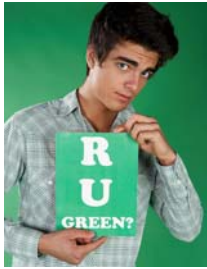


Here’s a list of the kind of questions that you could be asked. Think of a job in hospitality that you would like to apply for. Write what your answer would be for each question.

Job.....

| Question | Answer |
|--|--------|
| Why do you want this job? | |
| What skills do you think you’ll need to do this job? | |
| Have you any previous experience of working with the public? | |
| Do you work well with others? | |
| Would you be able to work extra hours if necessary? | |

Asking Questions



Usually towards the end of the interview the person interviewing you will ask if you have any questions that you would like to ask. It's a good idea to have some questions ready to ask.



Activity 9



Think about what you would like to find out about the job as a member of waiting staff at the hotel.

List 3 questions that you could ask.

- 1.
- 2.
- 3.

Dressing for the Interview

The key point is to look like you've made an effort. Look smart and comfortable and don't be too flamboyant or too conservative - you want to be noticed. Remember that people notice details, usually trivial ones. They'll spot the dandruff on your collar or the run in your tights as well as the designer label on your suit. If there is a formal dress code or expectations about how people should dress find out about it.

Body Language

Remember - first impressions really count in an interview situation. The first ninety seconds are vital. Remember all the ways in which we transmit information about ourselves by non-verbal means. You are going to be 'checked out' by people who reckon they're pretty good at reading all the signals:

- how you are dressed
- how you present yourself
- your manners
- your smile
- the tone of your voice
- your nervous habits, and so on.

Use body language constructively - lean slightly forward to show that you are interested in what the interviewer has to say, and use your hands for emphasis - but don't flail around like a windmill! Be aware of any nervous habits you have such as rubbing your nose or poking your finger in your ear, and try to control them.

And finally.....

In a recent major survey of interviewers across a wide number of different fields of employment or selection, the key quality that rated above skills, qualifications and knowledge of subject (given that these were up to scratch) was **enthusiasm**.



Interview Technique

One of the best preparations for interviews is to practise, using mock interview situations. This will allow you to rehearse the communication skills you'll need, to be able to present yourself as the ideal student for the job. This activity is designed to assist you in participating in realistic interview scenarios through which you can receive feedback from each other, and from your tutor, on your performance.



Activity 10

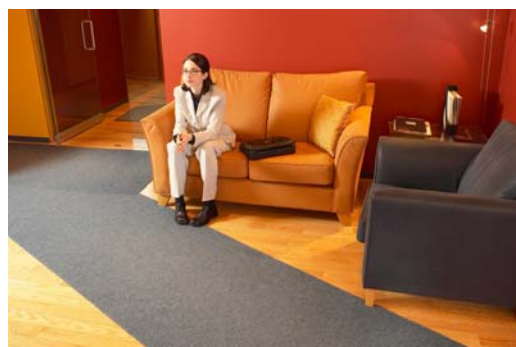


Work in groups of four. Two students take the role of the interview panel and two are interviewees.

Each member of the interview panel will prepare three questions to ask. They will each score the interviewees responses to all the questions and then compare notes at the end of the interview.

Following the interviews, the panel will give feedback to the individual candidates. The group members can then swap roles.

At the conclusion of the interviews the job would be offered to the student with the highest score.



Interview Question and Appraisal Sheet

Student _____ Date _____

| Questions | | Max Score | Student Score |
|--|--|--------------------|---------------|
| Panel Member 1 | | 5 | |
| | | 5 | |
| | | 5 | |
| Panel Member 2 | | 5 | |
| | | 5 | |
| | | 5 | |
| Personal Attributes and Qualities | | | |
| Confidence | | 5 | |
| Communication Skills | | 5 | |
| Enthusiasm | | 5 | |
| Experience | | 5 | |
| Appearance | | 5 | |
| | | Total Score | 55 |
| Notes | | | |

Outcome 3

Review and evaluate own employability skills in specified practical activities

This Outcome focuses on the [employability](#) skills which have been identified by employers as important for anybody who wants to work in the hospitality industry. What this means is that while you are working in the kitchen and restaurant, you'll be demonstrating **employability skills** and attitudes and reviewing and evaluating these employability skills:

- positive attitude to workplace and learning
- understand the importance of time keeping and attendance
- appropriate appearance
- good communication skills - speaking and listening
- work cooperatively with others in a team
- self respect and showing respect and consideration for others
- follow instructions
- adaptability and [flexibility](#)
- application of food hygiene and health and safety procedures
- planning and preparing for work
- confidence to seek and to give feedback
- self-review and evaluation
- customer care skills
- efficient use of time and [resources](#)
- understanding roles and responsibilities in the workplace

You'll develop and practise these employability skills as you progress through all the units of your Course. You'll also have the opportunity to take responsibility for improving your performance through [self-evaluation](#) and discussion with others, and then set goals for improvement.

Glossary of Terms

| Term | Meaning |
|--------------------------------------|---|
| Commercial | Done primarily for financial profit |
| 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. Nowadays, many employers think that flexibility is very important. |
| Mission statement | A formal summary of the aims and values of a company or organisation |
| Organisation chart | A graphic representation of the structure of an organisation showing the relationships of the positions or jobs within it |
| 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). |
| 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. |
| | |
| | |
| | |
| | |
| | |