



Provide Food and Beverage Services

D1.HBS.CL5.12

Trainer Guide



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Trainer Guide



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& hospitality

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Competency Based Training (CBT) and assessment – An introduction for trainers

Competency

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

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

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

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

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

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

Competency covers all aspects of workplace performance and involves:

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

Unit of Competency

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

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

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

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

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

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

Element of Competency

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

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

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

Performance criteria

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

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

Learning

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

- Training
- Assessment.

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

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

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

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

Learning Approaches

This manual will identify two avenues to facilitate learning:

Competency Based Training (CBT)

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

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

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

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

Competency Based Assessment (CBA)

This is the strategy of assessing competency of a participant.

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

Flexibility in Learning

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

Catering for Participant Diversity

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

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

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

Participant Centred Learning

This involves taking into account structuring training and assessment that:

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

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

Active Learning

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

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

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

Competency Based Training (CBT)

Principle of Competency Based Training

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

Training Strategies

The aims of this curriculum are to enable participants to:

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

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

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

Types of Training

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

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

Lecture/Tutorial

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

Demonstration

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

Group Discussions

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

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

Role Play

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

Simulation Games

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

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

Individual /Group Exercises

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

Case Study

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

Field Visit

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

Group Presentation

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

Practice Sessions

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

Games

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

Research

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

Competency Based Assessment (CBA)

Principle of Competency Based Assessment

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

Competencies are gained through a multitude of ways including:

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

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

This evidence can be collected:

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

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

Flexibility in Assessment

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

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

Competency must be proven regardless of:

- Language
- Delivery Method
- Assessment Method.

Assessment Objectives

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

The assessment tools are used to identify sufficient:

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

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

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

Types of Assessment

Allocated Assessment Tools

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

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

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

Alternative Assessment Tools

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

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

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

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

A range of assessment methods to assess competency include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals: slides, audio tapes
- Case studies
- Log books
- Projects
- Role plays
- Group projects
- Group discussions
- Examinations.

Recognition of Prior Learning

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

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

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

Assessing competency

As mentioned, assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency. Traditionally in education, grades or marks were given to participants, dependent on how many questions the participant successfully answered in an assessment tool.

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency, an assessor has two possible results that can be awarded:

- Pass Competent (PC)
- Not Yet Competent (NYC)
- Pass Competent (PC).

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as 'Pass Competent' (PC).

The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

Not Yet Competent' (NYC)

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be 'Not Yet Competent' (NYC).

This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards.

The participant may be required to:

- a) Undertake further training or instruction
- b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

Competency standard

| UNIT TITLE: PROVIDE FOOD AND BEVERAGE SERVICES | | NOMINAL HOURS: 120 |
|---|---|--------------------|
| UNIT NUMBER: D1.HBS.CL5.12 | | |
| UNIT DESCRIPTOR: This unit deals with skills and knowledge required to deliver food and beverage service to in houseguests within the dining areas of the establishment | | |
| ELEMENTS AND PERFORMANCE CRITERIA | UNIT VARIABLE AND ASSESSMENT GUIDE | |
| <p>Element 1: Prepare food and beverage environment for service</p> <p>1.1 Check <i>requirements for the upcoming service session</i></p> <p>1.2 Check cleanliness of the facility and conduct <i>spot and makeup cleaning</i> as required</p> <p>1.3 <i>Set up dining area</i> for trading session</p> <p>1.4 Process incoming reservations to the establishment</p> <p>Element 2: Set tables</p> <p>2.1 Match <i>table setting</i> to menu for the session</p> <p>2.2 <i>Set tables</i> and dress where appropriate</p> <p>2.3 Complete <i>final inspection of room and table set ups</i></p> <p>2.4 Identify and report recurring problems with set up to the appropriate person to prevent recurrence</p> | <p>Unit Variables</p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.</p> <p>This unit applies to the provision of table service of food and beverages in a food establishment within the labour divisions of the hotel and travel industries and may include:</p> <ol style="list-style-type: none"> 1. Food and Beverage Service 2. Food Production <p><i>Requirements for the upcoming service session</i> may include:</p> <ul style="list-style-type: none"> • Checking reservations, including names, group sizes, special requests, time of arrival • Checking menu for the session, including explanation of the menu by kitchen staff, identification of items that are short/off the menu, items that the kitchen wants to clear, and potential service problems the kitchen has anticipated • Checking internal requirements for the session, such as special service protocols, arrival and treatment of VIPs, priorities and/or limitations for service. <p><i>Spot and makeup cleaning</i> may include:</p> <ul style="list-style-type: none"> • Internal areas, such as dining area, toilets, public areas and entrances, bars, waiting areas | |

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| <p>Element 3: Meet and greet guests</p> <p>3.1 <i>Welcome guests</i> on arrival</p> <p>3.2 <i>Seat guests</i> at nominated or designated tables</p> <p>3.3 Offer <i>pre-meal services</i></p> <p>3.4 Present menus and wine/drink lists</p> <p>3.5 Provide <i>service advice and information</i> to guests</p> <p>Element 4: Take food and beverage orders</p> <p>4.1 Take <i>beverage orders and food orders</i></p> <p>4.2 <i>Sell menu items and drinks</i> proactively</p> <p>4.3 <i>Recommend wines and drinks</i> to accompany selected foods</p> <p>4.4 Respond to guest queries regarding menu items and drink choices</p> <p>4.5 <i>Transfer orders</i> to service and preparation points</p> <p>4.6 <i>Adjust settings/covers</i> to reflect menu items selected</p> <p>4.7 <i>Liaise with other staff</i> regarding intended service delivery</p> <p>Element 5: Serve food</p> <p>5.1 <i>Serve bread rolls</i> at table</p> <p>5.2 <i>Serve dishes</i> as ordered by guests</p> <p>5.3 Check guest satisfaction as part of service delivery</p> | <ul style="list-style-type: none"> • External areas, such as car parks, gardens, walkways and footpaths • Furniture and equipment • Walls, floors, ceilings, light fittings, curtains, doors and windows • Tables, chairs and waiting stations. <p><i>Set up dining area</i> may include:</p> <ul style="list-style-type: none"> • Positioning tables and chairs in line with bookings • Creation of seating plans • Allocation of waiting stations to staff • Preparing butter for service in line with house standards, • Adjustments to environmental factors, including air conditioning, lighting, music systems • Compliance with enterprise standards and legislated requirements of the host country in relation to patron safety and/or comfort • Ensuring safety of all items to be used • Checking readiness of cash registers, electronic ordering systems and other items and enterprise-specific equipment for service. <p><i>Table settings</i> must include crockery, cutlery, glassware, linen and condiment compatibility with:</p> <p>table d'hôte menus</p> <ul style="list-style-type: none"> • A la carte menus • Function and banquet menus • House specials • Service session, that is, to accommodate differences between breakfast, lunch, dinner and supper • Service style, including matching set up to silver service, semi-silver service, gueridon, plated, or self-service style. |
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| <p>5.4 Take remedial action in the event of guest dissatisfaction</p> <p>5.5 <i>Clear table</i> at appropriate times throughout meal and on completion of meal</p> | |
| <p>Element 6: Serve drinks</p> <p>6.1 <i>Serve pre-dinner drinks</i> to table</p> <p>6.2 <i>Serve wines</i> to table</p> <p>6.3 <i>Serve after-meal drinks</i> to table</p> <p>6.4 Coordinate timing of beverage service to match courses/menu items being served</p> <p>6.5 <i>Clear glasses</i> and beverage items</p> | <ul style="list-style-type: none"> • <i>Set tables</i> should relate to: • Positioning tables and chairs according to pre-prepared seating plans • Laying cloths • Folding napkins • Setting crockery, cutlery, glassware, linen, condiments and table dressings to match menus and house standards • Dressing tables for a variety of special occasions and functions, including meeting internal service standards and advertised/promised appearances as well as meeting special requests from guests |
| <p>Element 7: Present account to guest</p> <p>7.1 Compile guest account ready for presentation</p> <p>7.2 Present account to guest</p> <p>7.3 Accept payment for account</p> <p>7.4 Process payment of account</p> | <p><i>Final inspection of room and table set ups</i> should include:</p> <ul style="list-style-type: none"> • Replacing unclean, inappropriate, or otherwise unsatisfactory items • Adding missing items • Cleaning and polishing, as required • Final confirmation of bookings, special requests, seating plan and station allocations |
| <p>Element 8: Provide departure services</p> <p>8.1 Assist guest in leaving table</p> <p>8.2 Provide <i>end-of-service assistance</i>, as required</p> <p>8.3 <i>Farewell guests</i></p> | <p><i>Welcome guests</i> may include:</p> <ul style="list-style-type: none"> • Greeting guests by name, where known • Checking for and confirming reservations, where applicable • Application of house standards for welcoming guests, including use of appropriate terms, phrases and greetings |
| <p>Element 9: Conduct shut down activities</p> <p>9.1 Turn off electrical and service-related equipment, where appropriate</p> <p>9.2 Remove used linen items for laundering</p> | <p><i>Seat guests</i> should include:</p> <ul style="list-style-type: none"> • Escorting guests to table • Interacting with guests • Withdrawing chairs and seating guests • Unfolding and lapping napkins |

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| <p>9.3 <i>Store, stock and replenish</i>, where necessary, for next service session</p> <p>9.4 Dispose of waste</p> <p>9.5 <i>Clear and clean service area</i> and service items</p> <p>9.6 Conduct <i>session de-briefing</i></p> <p>9.7 Conduct <i>handover to incoming shift</i>, where appropriate</p> | <p><i>Service advice and information</i> should include:</p> <ul style="list-style-type: none"> • Explaining and describing menu items, including preparation time, ingredients, cooking style and other unique features of dishes • Actively promoting and selling menu items, as nominated by management or the kitchen, with special emphasis on-selling 'extras' • Making food and beverage recommendations • Interacting with guests • Providing local advice, information about the region/country and venue-specific details, advice and information • Finding out information not known and passing same on to guests <p><i>Beverage and food orders</i> must include:</p> <ul style="list-style-type: none"> • Accurate recording of guest orders, including details of preferences and/or special requests • Use of positive customer service and interpersonal skills • Use of selling skills • Demonstration of tact, courtesy and professionalism • Use of enterprise standard procedures for recording guest order • Recording food order for nominated courses, including appetiser, entrée, soup, main course and dessert • Minimal disruption to guest experience, enjoyment and conversation • Thanking guests and complimenting them on their selection <p><i>Sell menu items and drinks</i> may include:</p> <ul style="list-style-type: none"> • Use of suggestive selling techniques • Use of up-selling and add-on-selling • Selling the benefits not just the features |
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| | <ul style="list-style-type: none"> • Alignment of sales endeavours with kitchen and management priorities • Adherence to enterprise policies and procedures regarding implementation of selling techniques • Honesty, accuracy and professional ethics in the use of sales technique <p><i>Recommend wines and drinks</i> should include:</p> <ul style="list-style-type: none"> • Matching suggestion to identified guest needs and/or preferences • Honesty, accuracy and professional ethics • Adherence to the liquor service laws of the host country • Alignment of sales endeavours with bar and management priorities <p><i>Transfer orders</i> will include:</p> <ul style="list-style-type: none"> • Informing bar of drink orders, including specific requirements for glassware, garnishes, preparation techniques, individual guests' special requests and timing requirements for service delivery • Informing kitchen of food orders, including special requests, dietary requirements, cultural requirements and timing needs • Informing cashier, where appropriate, of food and drink orders taken by waiter and including table number, guest name and time of order • Operating in house ordering and table tracking systems in accordance with house policies and manufacturer instructions • Pricing orders and preparing/generating guest account, where applicable <p><i>Adjust settings/covers</i> must include:</p> <ul style="list-style-type: none"> • Removing and adding cutlery to match the food orders placed by, and the dining needs of, individual guests • Changing or adding glassware to match the beverage/wine orders that have been placed by each table |
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| | <ul style="list-style-type: none"> • Removing chairs and settings no longer needed by each table • Preparing and readying service wear to accompany the provision of silver service, semi-silver service or gueridon service <p><i>Liaise with other staff</i> will include:</p> <ul style="list-style-type: none"> • Notifying bar and kitchen staff of timing requirements that apply to each table to enable delivery of timely and coordinated food and beverage/wine service • Arranging for assistance in the service of food and beverages to large groups • Organising support staff to assist in the delivery of silver service, semi-silver service, gueridon service and plated service as the need dictates • Coordinating with cashier to ensure guest account is created, updated and made ready for presentation • Notifying security or management where guests are presenting in an anti-social, argumentative, aggressive, intimidating, harassing, or otherwise unacceptable manner • Assisting other staff, as required, in service delivery to their tables <p><i>Serve bread rolls</i> will include:</p> <ul style="list-style-type: none"> • Using silver service gear, or tongs in line with house standards • Serving butter <p><i>Serve dishes</i> must include:</p> <ul style="list-style-type: none"> • Collecting ordered dishes from kitchen, including checking for compliance with order placed by guest, checking temperature, appearance, equality and completeness • Carrying plates/dishes to table using trays • Carrying plates/dishes using standard plate-carrying techniques • Serving appetiser, entrée, soup, main course and dessert to guest in accordance with order placed • Liaising and cooperating with other staff where silver service, semi-silver service and gueridon service is required |
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| | |
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| | <ul style="list-style-type: none"> • Adhering to in house, or industry standards regarding food service, placement of dishes on table, timing of service, and coordination of wine and beverage service • Implementing customer service skills, communicating skills and interpersonal skills • Implementing appropriate safe food handling skills <p><i>Clear table</i> must include:</p> <ul style="list-style-type: none"> • Enquiring to ensure guests have finished their course • Reading non-verbal cues regarding meal/course completion • Using accepted industry standard plate and cutlery clearing techniques • Implementing crumbing down procedures • Removing tableware, condiments, table dressings, butter, progressively during the meal • Implementing customer service skills, communicating skills and interpersonal skills • Using trays and trolleys to assist in the clearing process <p><i>Serve pre-dinner drinks</i> must include:</p> <ul style="list-style-type: none"> • Collecting ordered dishes from bar, including checking for compliance with order placed by guest, checking temperature, appearance, garnish, correct glassware, equality and completeness • Carrying drinks to table using trays • Serving of drinks to guests in accordance with order placed; drinks may include aperitifs and cocktails, beers, mixed drinks, non-alcoholic drinks and house specialty drinks • Liaising and cooperating with other staff where silver service, semi-silver service and gueridon service is required • Adhering to in house or industry standards regarding food service, placement of dishes on table, timing of service, and coordination of wine and beverage service • Implementing customer service skills, communicating skills and interpersonal skills • Implementing appropriate safe food handling skills |
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| | <p><i>Serve wines</i> must include:</p> <ul style="list-style-type: none">• Collecting and checking selected wine from bar• Adjusting glassware to match selected wine• Implementing the wine ritual in the service of wine, including presenting and announcing wine, bottle opening and cork presentation, where applicable, allowing host to taste and approve the wine, filling guest glasses and host glass, placement of bottle on table, using napkin to assist in service• Implementing correct pouring techniques to avoid drips• Using wine baskets, ice buckets and wine stands• Decanting wines that throw a crust <p><i>Serve after-meal drinks</i> must include:</p> <ul style="list-style-type: none">• Serving fortified wines, including port, tokay, Frontignac, Madeira:<ul style="list-style-type: none">▪ Serving liqueurs▪ Serving spirit or liqueur coffees▪ Using correct glassware▪ Using drinks trolley to actively promote after-dinner drinks <p><i>Clear glasses</i> must include:</p> <ul style="list-style-type: none">• Monitoring state of intoxication of guests and implementing responsible service of alcohol• Selling additional drinks and changing glassware to accommodate new products that are ordered• Removing glasses, bottles and cans from table• Removing corks that have been offered for presentation, wine baskets, ice buckets and wine stands |
|--|--|

| | |
|--|---|
| | <p><i>End-of-service assistance</i> may include:</p> <ul style="list-style-type: none">• Obtaining a taxi or other transport for guests• Retrieving items that have been placed into safe keeping• Offering umbrellas• Accompanying guests to cars• Making reservations on their behalf <p><i>Farewell guests</i> must include:</p> <ul style="list-style-type: none">• Thanking guests for their business• Wishing guests well, including respecting and valuing guests• Implementing high levels of customer service, interpersonal skills and communication skills <p><i>Store, stock and replenish</i> should include:</p> <ul style="list-style-type: none">• Putting away stock items that will not be required until the next service session• Implementing safe food handling techniques• Ordering and/or requisitioning stock <p><i>Clear and clean service area</i> must include:</p> <ul style="list-style-type: none">• Spot cleaning of spills, mess and rubbish• Washing service items, including use of detergent and sanitisers, polishing items• Putting items in the correct location ready for use in the next session• Advising management of any items that require service, repair or replacement• Setting up service area for the next service session, including partial or full set-up |
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| | |
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| | <p><i>Session de-briefings</i> should include:</p> <ul style="list-style-type: none"> • Evaluating flow of service, speed of service and levels of guest satisfaction • Evaluating the extent to which financial or other service targets were attained, including discussion of how poor situations in future may be addressed/retrieved, discussion of how positive results can be extended and applied to future service sessions • Discussing and resolving service problems, including interpersonal problems, physical issues, support levels provided, guest complaints • Pre-empting issues and service sessions arising <p><i>Handover to incoming shift</i> must include:</p> <ul style="list-style-type: none"> • Identification of problems, difficult guests and shortages of food/beverages • Sharing of general service advice and providing details of status of service for each table/guest • Identifying guest accounts yet to be paid • Allocating staff duties <p>Assessment Guide</p> <p>The following skills and knowledge must be assessed as part of this unit:</p> <ul style="list-style-type: none"> • Understanding and application of safe food handling practices as required by legislation of the host country and the host enterprise • Appropriate personal presentation • Excellent levels of product knowledge for food and beverage items • Selling skills, interpersonal skills, negotiation skills, conflict resolution and complaint management skills • Ability to work cooperatively with other staff • Ability to describe and differentiate between standard service styles, menu options, table set ups, dining room layouts and service areas • Ability to describe and differentiate between a nominated range of service wear, crockery, cutlery, glassware, table accoutrements, dining furniture and equipment |
|--|--|

| | |
|--|---|
| | <p>Linkages To Other Units</p> <ul style="list-style-type: none"> • Provide a link between kitchen and service area • Provide advice to patrons on food and beverage services • Comply with workplace hygiene procedures • Promote hospitality products and services • Receive and resolve customer complaints • Maintain quality customer/guest service • Take food orders and provide courteous table service • Prepare and serve non alcoholic beverages • Manage responsible service of alcohol • Provide silver service • Serve a range of wine products • Process transactions for purchase of goods and services • Develop and update local knowledge • Develop and maintain food and beverage product knowledge • Prepare and serve cocktails <p>Critical Aspects of Assessment</p> <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • Demonstrated ability to deliver food and beverage services for a nominated variety of menu styles, dining options and service sessions • Demonstrated ability to implement and comply with enterprise policies and procedures relating to the selling and serving of food and beverages, responsible service of alcohol, cash control and billing procedures, and customer/guest service |
|--|---|

- Demonstrated ability to monitor guest service throughout service sessions and take appropriate remedial action to address issues arising during service
- Demonstrated ability to effectively interact with guests to enable optimal selling, resolution of conflict, settlement of complaints and maximising positive guest experience

Context of Assessment

Assessment must ensure:

- Actual or simulated workplace application of food and beverage service which must include:
 - Setting up dining areas ready for service
 - Greeting and seating guests
 - Taking food and beverage orders
 - Serving food and beverages
 - Presenting accounts and processing payment
 - Fare welling guests
 - Conducting end-of-shift duties

Resource Implications

Training and assessment must include the use of real or simulated menu items and beverages, service items, utensils, equipment, cash and guests.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Observation of practical candidate performance
- Feedback from guests who have been served
- Oral and written questions
- Third party reports completed by a supervisor
- Project and assignment work

| | | | |
|--|---|--------------|---|
| | Key Competencies in this Unit <i>Level 1 = competence to undertake tasks effectively</i> <i>Level 2 = competence to manage tasks</i> <i>Level 3 = competence to use concepts for evaluating</i> | | |
| | Key Competencies | Level | Examples |
| | Collecting, organising and analysing information | 1 | Gain product knowledge and menu knowledge; prepare seating plan on the basis of bookings received |
| | Communicating ideas and information | 1 | Recommend dishes and drinks to guests |
| | Planning and organising activities | 1 | Liaise with other staff to enable timely service delivery |
| | Working with others and in teams | 1 | Cooperate with other staff to provide service |
| | Using mathematical ideas and techniques | 1 | Calculate and price guest accounts |
| | Solving problems | 2 | Resolve service issues and complaints from guests |
| | Using technology | 2 | Use in house ordering systems and cash register/point of sale systems |

Notes and PowerPoint slides

Slide

PROVIDE FOOD AND BEVERAGE SERVICES

D1.HBS.CL5.12



Slide 1

Slide No Trainer Notes

| | |
|----|-------------------------------------|
| 1. | Trainer welcomes trainees to class. |
|----|-------------------------------------|

Slide

Subject Elements

This unit comprises nine Elements:

- Prepare food and beverage environment for service
- Set tables
- Meet and greet guests
- Take food and beverage orders
- Serve food
- Serve drinks
- Present account to guest
- Provide departure services
- Conduct shut down activities



Slide 2

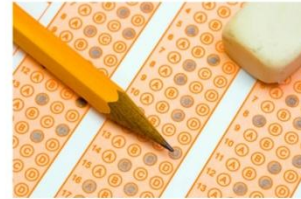
| Slide No | Trainer Notes |
|----------|---|
| 2. | <p>Trainer advises that this Unit comprises nine Elements, as listed on the slide explaining:</p> <ul style="list-style-type: none"> ● Each Element comprises a number of Performance Criteria which will be identified throughout the class and explained in detail ● Trainees can obtain more detail from their Trainee Manual ● At times the course presents advice and information about various protocols but where their workplace requirements differ to what is presented, the workplace practices and standards, as well as policies and procedures must be observed. |

Slide

Assessment

Assessment for this unit may include:

- Oral questions
- Written questions
- Work projects
- Workplace observation of practical skills
- Practical exercises
- Formal report from supervisor



Slide 3

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

Slide

Element 1:

Prepare food and beverage environment for service



Slide 4

| Slide No | Trainer Notes |
|----------|--|
| 4. | <p>Introduce topic.</p> <p>Class Activity – General Discussion</p> <p>Ask general questions:</p> <ul style="list-style-type: none"> • What activities are conducted when preparing the food and beverage outlet for service? • Who would perform these functions? |

Slide

Prepare food and beverage environment for service

Performance Criteria for this Element are:

- Check requirements for the upcoming service session ✓
- Check cleanliness of the facility and conduct spot and makeup cleaning as required ✓
- Set up dining area for trading session ✓
- Process incoming reservations to the establishment ✓

Slide 5

| Slide No | Trainer Notes |
|----------|---|
| 5. | Trainer identifies the Performance Criteria for this Element, as listed on the slide. |

Slide

Preparing a food and beverage outlet

The preparation of a restaurant is vital for the efficient and successful running of any meal shift.

Things need to be:

- Checked
- Stocked
- Positioned
- Cleaned



Slide 6

| Slide No | Trainer Notes |
|----------|---|
| 6. | Class Activity – General Discussion and List Get audience to answer following question: <ul style="list-style-type: none"> • Provide examples of what needs to take place under each preparation step. |

Slide

Types of food and beverage outlets

The industry boasts a wide variety of food and beverage outlets.

- What types of food and beverage outlets exist?
- What specific preparation activities need to be performed that are different from the norm?



Slide 7

| Slide No | Trainer Notes |
|----------|--|
| 7. | <p>Class Activity – General Discussion and List</p> <p>Get audience to answer the following questions:</p> <ul style="list-style-type: none"> • Identify different types of eateries that exist ranging from fast food to formal dining and drinking • Identify what preparation needs to take place that is different? |

Slide

Identify individual responsibilities

Understanding your role

The basis of doing any job properly is knowing what is required of you, regardless of industry or position.

How can you find out what you are expected to do:

- In your role?
- For an upcoming shift?



Slide 8

| Slide No | Trainer Notes |
|----------|--|
| 8. | Discussion about how to identify individual job roles and responsibilities |

Slide

Understand upcoming session

Understanding the upcoming service session

Before we start to prepare for a session we must understand what is likely to take place in the upcoming session.

- How can find out what impacts an upcoming session?
- What are common impacts?



Slide 9

| Slide No | Trainer Notes |
|----------|---|
| 9. | Discussion about understanding upcoming sessions <ul style="list-style-type: none"> • Ask the questions in the slide. |

Slide

Understand upcoming session

Reservations

- Number of guests
- Size of bookings
- Customer's arrival time
- Special requests
- Needs of guests



Slide 10

Slide No

Trainer Notes

10.

Class Activity – General Discussion

Get audience think about the impact these reservation details will have on an upcoming session.

Slide

Understand upcoming session

Considering anticipated trade

When checking reservations, it is also important to take into consideration the anticipated level of 'walk in' customers.

The level of 'walk in' trade may be influenced by:

- Historical information
- Events or local attractions
- Weather
- Hotel occupancy
- Promotions



Slide 11

| Slide No | Trainer Notes |
|----------|--|
| 11. | Class Activity – General Discussion <ul style="list-style-type: none"> • What else can impact 'walk in' trade? • What types of F & B outlets have higher levels of walk in trade than others? |

Slide

Understand upcoming session

Checking menu for the session

Some specials or variations that could occur on a daily or service by service basis may include:

- Fish of the day
- Soup of the day
- Specials of the day
- Vegetables of the day
- Dessert of the day
- Specific constraints on this individual upcoming session



Slide 12

| Slide No | Trainer Notes |
|----------|---|
| 12. | Class Activity – General Discussion <ul style="list-style-type: none"> • Who provides this information? • What other information may chefs provide to help understand an upcoming session? |

Slide

Understand upcoming session

Checking internal requirements

Besides the above mentioned impacts on an upcoming session, there are usually a number of internal requirements that need to be considered.

- What are some possible internal requirements?



Slide 13

| Slide No | Trainer Notes |
|----------|---|
| 13. | Class Activity – General Discussion <ul style="list-style-type: none"> Discuss the question in the slide. |

Slide

Check cleanliness of facility

Before the session starts it is imperative that the facility is clean.

- Why is this important?
- What areas do you check?
- What do you need to check?
- What cleaning activities may you need to conduct?



Slide 14

| Slide No | Trainer Notes |
|----------|--|
| 14. | Class Activity – General Discussion Get audience to: <ul style="list-style-type: none"> ● Provide examples of what needs to take place under each preparation step. |

Slide

Checking and cleaning restaurant area

Areas to check for cleanliness may include:

- Furniture – tables and chairs
- Wall hangings – pictures or displays
- Fixtures – light fittings and door knobs
- Plants – indoor plants and pots



Slide 15

| Slide No | Trainer Notes |
|----------|--|
| 15. | Class Activity – General Discussion Get audience to: <ul style="list-style-type: none"> • Provide examples of what needs to take place under each preparation step. |

Slide

Checking and cleaning restaurant area

Areas to check for cleanliness may include:

- Glass – windows, panels and doors
- Floor – carpet and tiled areas
- Work stations – waiter's sideboard
- Menu stands – at host area
- Toilets – rest areas



Slide 16

| Slide No | Trainer Notes |
|----------|--|
| 16. | Class Activity – General Discussion Get audience to: <ul style="list-style-type: none"> • Provide examples of what needs to take place under each preparation step. |

Slide

Checking and cleaning customer facilities

Other areas to check

- Waiting area/foyer
- Restrooms
- Smoking areas
- External areas



Slide 17

| Slide No | Trainer Notes |
|----------|---|
| 17. | Class Activity – General Discussion <ul style="list-style-type: none"> • What needs to be checked in each of these areas? |

Slide

Setting up the dining area

After the facility is clean it is now time to 'set up' the dining area.

- What needs to be set up?
- Who performs it?



Slide 18

Slide No

Trainer Notes

18.

Class Activity – General Discussion

Discuss the questions in the slide.

Slide

Set up furniture

- A major task in preparing a food and beverage service area for service is to set up the furniture in the room
- 'Furniture' primarily refers to tables and chairs



Slide 19

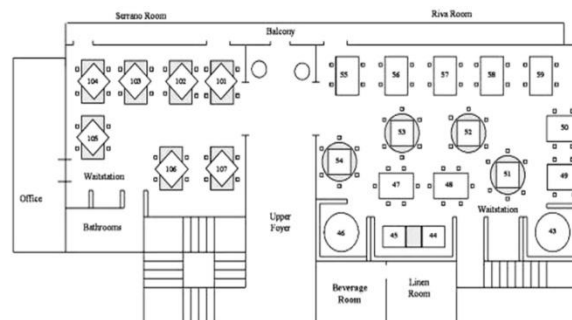
| Slide No | Trainer Notes |
|----------|---|
| 19. | <p>Class Activity – General Discussion</p> <p>Get audience to answer the following questions:</p> <ul style="list-style-type: none"> • What furniture is needed in a restaurant? • What determines their style and layout? |

Slide

Set up furniture

Floor plan

A floor plan is a map of how the tables are to be positioned in a dining area/restaurant.



Slide 20

| Slide No | Trainer Notes |
|----------|--|
| 20. | Class Activity – General Discussion Get audience to answer the following question/s: <ul style="list-style-type: none"> What does a manager need to consider when thinking about a floor plan? |

Slide

Set up furniture

Floor plan

A floor plan sets out:

- Where the tables will be physically positioned
- The number of covers on each table
- The table numbers
- Which waiters will serve which tables



Slide 21

| Slide No | Trainer Notes |
|----------|---|
| 21. | Class Activity – General Discussion Get audience to answer following question/s: <ul style="list-style-type: none"> • What does a manager need to consider when thinking about a floor plan? |

Slide

Set up furniture

Floor plan considerations

- Reservations
- Shape and design of the room
- Immovable objects
- Style of furniture
- Exits and doors
- Customer and service personnel access



Slide 22

Slide No

Trainer Notes

22.

Class Activity – General Discussion

- Discuss how these points affect the floor plan and how tables will be set out.

Slide

Allocating sections to staff

Allocating waiting stations to staff

Once the tables have been set up, it is quite common for the manager to assign sections and tables to specific staff members.

- What ways can this be determined?
- What are common 'staff to customer' ratios?
- What else needs to be considered?



Slide 23

| Slide No | Trainer Notes |
|----------|--|
| 23. | Class Activity – General Discussion <ul style="list-style-type: none"> • Discuss the questions in the slide. |

Slide

Allocating sections to staff

Considerations

- Types of customers
- Amount of people per table
- Type of service
- Level of service
- Experience of staff
- Location of tables



Slide 24

| Slide No | Trainer Notes |
|----------|---|
| 24. | <p>Class Activity – General Discussion about factors influencing allocation of tables to servers</p> <ul style="list-style-type: none"> ● Types of customers. Some customers will be more difficult to service including parties or those with many special requests. Also VIPs may require more attentive service ● Amount of people per table. It is easier to service two tables of 10 customers than 10 tables of 2 customers. Hence staff may be given a maximum of 5 tables ● Type of service. If customers are eating from a buffet or from a set menu, the amount of tasks to be performed by waiters will be reduced, therefore more customers may be allocated ● Level of service. Where staff are required to provide gueridon service, involving preparing or cooking dishes at the table, the amount of customers they will be able to professionally service will reduce dramatically ● Experience of staff. Naturally new staff will not be able to deal with larger numbers of customers. In addition where experienced staff are training new staff, their expected level of productivity will be reduced ● Location of tables. Where tables are located a great distance from food outlets, kitchens or work stations, more time will be required to travel between these locations. |

Slide

Prepare comfort and ambiance

The ambience and comfort level of a restaurant must be taken into consideration when preparing for service.

This normally takes into consideration:

- Temperature
- Noise
- Lighting



Slide 25

| Slide No | Trainer Notes |
|----------|--|
| 25. | <p>Class Activity – General Discussion</p> <p>Get audience to answer the following questions:</p> <ul style="list-style-type: none"> • How can you create ambience and comfort taking into consideration each of these points? • Why is it important for patrons? |

Slide

Prepare comfort and ambiance

Other considerations

- Table decorations
- Floor displays
- Smells
- What other ways can you create comfort and ambiance?



Slide 26

Slide No

Trainer Notes

26.

Class Activity – General Discussion

Get audience to:

- Think of other ways to create comfort and ambiance.

Slide

Prepare equipment

Once the restaurant area is ready for service, it is now time to prepare the equipment.

- What equipment items need to be prepared?
- What auxiliary items that accompany equipment need to be set up?



Slide 27

| Slide No | Trainer Notes |
|----------|--|
| 27. | Class Activity – General Discussion Get audience to think about and identify all equipment and auxiliary items that need to be prepared. |

Slide

Prepare equipment

Coffee Area

- Coffee machine
- Cups
- Saucers
- Teaspoons
- Sugar
- Milk jugs
- Types of milk
- Types of coffee
- Accompaniments (biscuits)
- Napkins



Slide 28

| Slide No | Trainer Notes |
|----------|---|
| 28. | Class Activity – General Discussion Discuss the steps associated with setting up a coffee area. |

Slide

Prepare equipment

Tea Area

- Cups
- Saucers
- Teaspoons
- Sugar
- Milk jugs
- Types of tea
- Lemon



Slide 29

| Slide No | Trainer Notes |
|----------|---|
| 29. | Class Activity – General Discussion Discuss the steps associated with setting up a coffee area. |

Slide

Prepare equipment

Service Equipment

- Bain-maries
- Toasters
- What other service equipment is used?



Slide 30

Slide No

Trainer Notes

30.

Class Activity – General Discussion

Discuss the steps associated with organising other equipment.

Slide

Prepare cash register station

Receive cash float

- A cash float is the amount of money that an establishment has deemed appropriate to commence the day's trading for a cash register/point-of-sale (POS) terminal
- It is used for giving change when completing transactions



Slide 31

| Slide No | Trainer Notes |
|----------|---|
| 31. | <p>Trainer to detail and explain what is a 'float'.</p> <p>Activity: Discussion</p> <ul style="list-style-type: none"> • Explain the steps associated with collecting a cash float. |

Slide

Prepare cash register station

What is a cash register?

A cash register is a machine that is used to accurately record transactions:

- Charges and methods of payments
- Issue accounts and receipts
- Store cash and non-cash payments



Slide 32

| Slide No | Trainer Notes |
|----------|--|
| 32. | <p>Trainer explains the purpose of a cash register.</p> <p>A cash register is a machine that is used to accurately record transactions (both charges and methods of payments), issue accounts and receipts and to store cash and non-cash payments.</p> <p>Activity: Demonstration</p> <p>Trainer to demonstrate the functions of a cash register.</p> |

Slide

Prepare cash register station

Prepare register items

Ensure an adequate supply of:

- Cash register paper
- Pens
- Receipt paper
- Account folders
- Ink cartridge



Slide 33

| Slide No | Trainer Notes |
|----------|--|
| 33. | Trainer explains the tasks to be performed when preparing a register area. Discuss points. |

Slide

Prepare cash register station

Prepare register items

- Cash register paper
- Sweets or other gifts normally presented with accounts to customers
- Rubbish bins
- Spare paper
- Calculator
- Currency exchange sheet



Slide 34

| Slide No | Trainer Notes |
|----------|--|
| 34. | Trainer explains the tasks to be performed when preparing a register area. Discuss points. |

Slide

Prepare cash register station

Prepare register equipment

Besides the register there are other machines that must be checked:

- ETFPOS machines
- Manual credit card machines



Slide 35

| Slide No | Trainer Notes |
|----------|---|
| 35. | <p>Trainer explains the tasks to be performed when preparing a workstation.</p> <p>Besides the cash register there are other machines that must be checked before the start of the shift. These include:</p> <ul style="list-style-type: none"> • ETFPOS machines • Manual credit card machines. <p>Activity: Demonstration</p> <p>Trainer to demonstrate the functions of an EFTPOS and manual credit card machines.</p> |

Slide

Prepare cash register station

Prepare associated information

It is important to have a clear understanding of information that may effect cashiering duties for the day including:

- Function sheets including event items, pricing, contact names and authorisation information
- Methods of payment for VIP or special groups or customers
- Prices for new menu items, specials of the day or promotions



Slide 36

| Slide No | Trainer Notes |
|----------|--|
| 36. | Trainer explains the tasks to be performed when preparing a workstation. |

Slide

Display food and beverage items

- What food and beverage items are commonly displayed?
- Where are they displayed?
- How do staff promote them?
- How do you display hot food in a hygienic manner?
- How do you display cold food in a hygienic manner?



Slide 37

| Slide No | Trainer Notes |
|----------|---|
| 37. | Class Activity – General Discussion Get audience to think about food and beverage items displayed in an outlet. |

Slide

Process incoming reservations

As tables have been allocated to incoming reservations, it is vital to ensure that the reservations are in fact accurate and that the people are coming.

- Why is it important to follow up reservations?
- What information needs to be confirmed?
- What resulting actions need to take place?



Slide 38

Slide No

Trainer Notes

38.

Class Activity – General Discussion

Discuss the questions in the slide.

Slide

Process incoming reservations

Importance of following up

- Proves to the customer we value their patronage
- Reminds the customer of reservation
- Confirms that the reservation is still applicable
- Ensure space is confirmed
- Tables can be resold or released if not wanted
- Information or arrangements can be confirmed



Slide 39

| Slide No | Trainer Notes |
|----------|--|
| 39. | Class Activity – General Discussion Discuss the importance of following up reservations. |

Slide

Process incoming reservations

Importance of following up

- Payment methods can be collected
- Ensures changes can be accommodated before the customer arrives
- Where booking charges can be explained and processed
- Explain parking arrangements
- Waiting list customers can be contacted



Slide 40

Slide No

Trainer Notes

40.

Class Activity – General Discussion

Discuss the importance of following up reservations.

Slide

Process incoming reservations

Reservation information to confirm

- Status of the reservation – confirmed or cancelled
- Name of booking
- Number of pax
- Expected time of arrival
- Any special requests
- Confirm existing requests



Slide 41

| Slide No | Trainer Notes |
|----------|---|
| 41. | Class Activity – General Discussion <ul style="list-style-type: none"> • Is there any other information to follow up? |

Slide

Process incoming reservations

Follow up activities

- Placing reserved sign on the table
- Informing waiters of the tables under their responsibility of reservation details and requests
- Informing kitchen of any requests
- Follow up on any requests
- Phoning people on the waiting list if the previous reservation is now cancelled
- Processing charges as applicable



Slide 42

Slide No

Trainer Notes

42.

Class Activity – General Discussion

- What other activities need to take place?

Slide

Element 2: Set tables



Slide 43

| Slide No | Trainer Notes |
|----------|--|
| 43. | <p>Introduce topic.</p> <p>Class Activity – General Discussion</p> <p>Ask general questions:</p> <ul style="list-style-type: none"> • What activities are associated with setting tables? • What else needs to be set up? |

Slide

Set tables

Performance Criteria for this Element are:

- Match table setting to menu for the session ✓
- Set tables and dress where appropriate ✓
- Complete final inspection of room and table set ups ✓
- Identify and report recurring problems with set up to the appropriate person to prevent recurrence ✓

Slide 44

Slide No

Trainer Notes

44.

Trainer identifies the Performance Criteria for this Element, as listed on the slide.

Slide

Setting tables

Once the room setting and equipment is set up it is now time to set the tables to meet the expected trade for the meal period.

- What types of setting can you prepare?
- What cutlery and crockery is needed?



Slide 45

| Slide No | Trainer Notes |
|----------|--|
| 45. | Class Activity – General Discussion Discuss the different types of settings: <ul style="list-style-type: none"> • What cutlery is needed for these settings? • What crockery is needed for these settings? |

Slide

Setting tables

A cover

A place setting for one guest is commonly known in the industry as a 'cover'.



Slide 46

Slide No

Trainer Notes

46.

Class Activity – General Discussion

- What is a cover?

Slide

Setting tables

A la carte setting

- A la carte is the term used for a menu that has individually priced dishes
- These dishes are divided into entrées, salads, mains and desserts
- A la carte means 'from the card/menu'
- This type of setting is popular



Slide 47

| Slide No | Trainer Notes |
|----------|---|
| 47. | Class Activity – General Discussion <ul style="list-style-type: none"> • What items are included in a la carte cover? • What types of food and beverage establishments use this type of cover? |

Slide

Setting tables

A la carte setting

This setting usually consists of:

- Main course knife
- Main course fork
- Side plate
- Side knife
- Wine glass
- Napkin
- Centre pieces



Slide 48

| Slide No | Trainer Notes |
|----------|---|
| 48. | <p>Class Activity – General Discussion and Demonstration</p> <ul style="list-style-type: none"> What are common centre pieces? <p>These include salt and pepper shakers, table numbers, vases or tent cards.</p> <p>The trainer may demonstrate setting this type of cover, explaining the reasoning behind it.</p> |

Slide

Setting tables

Table d'hôte setting

- A table d'hôte menu is a menu that has a set price for a number of courses
- 'Table d'hôte' means 'table of the host'
- All courses are included in the price and must be paid for by the guests even if they don't eat every course
- This is often called a 'set menu'



Slide 49

| Slide No | Trainer Notes |
|----------|---|
| 49. | Class Activity – General Discussion <ul style="list-style-type: none"> • What items are included in a table d'hôte cover? • What types of food and beverage establishments use this type of cover? |

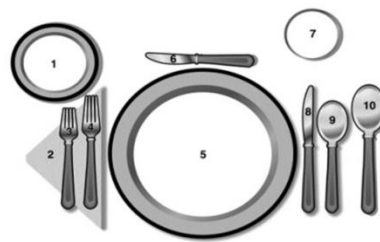
Slide

Setting tables

Table d'hôte setting

The setting for this menu would be:

- Main course knife and fork
- Entrée knife and fork
- Dessert spoon and fork
- Side plate and knife
- Wine glass
- Napkin
- Centre pieces



Slide 50

Slide No

Trainer Notes

50.

Class Activity – General Discussion and Demonstration

- What variations exist to this setting?

The trainer may demonstrate setting this type of cover, explaining the reasoning behind it.

Slide

Types of functions

There are many types of functions, each with their own requirements.

- What functions are commonly held in a hotel?
- What table settings are used?
- What else needs to be prepared?



Slide 51

| Slide No | Trainer Notes |
|----------|---|
| 51. | Class Activity – General Questions <ul style="list-style-type: none"> • Discuss the questions in the slide. |

Slide

House specials

Every food and beverage establishment will have a specific focus in which most or all of its dishes are centred around. This could include specific:

- Themes
- Cuisines
- Specials of the day
- Promotions
- Favourites or popular items



Slide 52

Slide No

Trainer Notes

52.

Class Activity – General Questions

- Discuss these different types of house specials.

Slide

Meal periods

Naturally each meal period will require different settings, appropriate to what is being served.

- What different meal periods are there?
- What types of food and beverage are provided?
- How should tables be set for these?



Slide 53

| Slide No | Trainer Notes |
|----------|---|
| 53. | Class Activity – General Discussion <ul style="list-style-type: none"> • Discuss the questions in this slide. |

Slide

Meal periods

- Breakfast menu
- Morning/afternoon teas
- Lunch menu
- Dinner menu
- Seminar/conference
- Wedding
- Cocktail parties
- Promotions and product launches



Slide 54

Slide No

Trainer Notes

54.

Class Activity – General Discussion

Trainer to discuss the different menu items and how they would best be served for each of these meal periods.

Trainer may show examples of menus relating to these meal periods.

Slide

Styles of service

There are many styles of service that require different settings.

- What styles of service do you know?
- How are table settings influenced?



Slide 55

| Slide No | Trainer Notes |
|----------|---|
| 55. | Class Activity – General Questions <ul style="list-style-type: none"> • Discuss the questions in the slide. |

Slide

Styles of service

Plated service

Kitchen plates all the food and the waiting staff carry the plated food to the table.

The benefits of plated service are:

- Consistency of meals
- Fast service
- Portion control



Slide 56

| Slide No | Trainer Notes |
|----------|--|
| 56. | Class Activity – General Questions <ul style="list-style-type: none"> • In what types of functions is this style of service popular? |

Slide

Styles of service

Silver service

Food items are prepared and carved or separated into individual portions and placed on platters by kitchen staff.

Waiting staff use spoons and forks to serve food from service platters

The benefits of silver service are:

- Adds a dimension of 'entertainment and sophistication'
- Customers can have greater choice



Slide 57

| Slide No | Trainer Notes |
|----------|--|
| 57. | Class Activity – General Questions <ul style="list-style-type: none"> • In what types of functions is this style of service popular? |

Slide

Styles of service

Semi-silver service

The meat component of the dish is plated and served, and the vegetables are silver served

The benefits of semi-silver service are:

- It increases options for customer
- It is a more time efficient use of silver service



Slide 58

| Slide No | Trainer Notes |
|----------|--|
| 58. | Class Activity – General Questions <ul style="list-style-type: none"> • In what types of functions is this style of service popular? |

Slide

Styles of service

Gueridon service

Food is prepared or cooked at the table and served using full silver service techniques.

The benefits of gueridon service are:

- It is a form of entertainment
- It is interactive
- It allows customers to see the cooking process
- Meals can be prepared to customers' exact specifications



Slide 59

| Slide No | Trainer Notes |
|----------|--|
| 59. | Class Activity – General Questions <ul style="list-style-type: none"> • In what types of functions is this style of service popular? |

Slide

Styles of service

Buffet service

- Food is prepared in kitchens in large quantities and then placed on a buffet or display table
- In most buffet situations guests serve themselves and select the items and quantities they desire



Slide 60

| Slide No | Trainer Notes |
|----------|--|
| 60. | Class Activity – General Questions <ul style="list-style-type: none"> In what types of functions is this style of service popular? |

Slide

Styles of service

Cocktail service

- This style of service is very popular, either as a prelude to a dinner or as a stand alone function in its own right
- Waiters providing a range of finger foods and beverage to customers in a stand up function



Slide 61

| Slide No | Trainer Notes |
|----------|--|
| 61. | Class Activity – General Questions <ul style="list-style-type: none"> • In what types of functions is this style of service popular? |

Slide

Set and dress tables

One of the most important steps when setting up for service is to ensure that the tables are set up to meet the requirements of the upcoming session.

- What are the objectives when setting and dressing a table?
- What needs to be set up?
- What preparation tasks are to be done?
- How do you 'dress' a table?



Slide 62

Slide No

Trainer Notes

62.

Class Activity – General Discussion

Discuss the questions in the slide.

Slide

Set and dress tables

Importance of professional table settings

A great deal of work and attention to detail must be applied when setting tables, as they must:

- Have all the necessary tableware, centrepieces, napkins and condiments
- Must be complete
- Must be clean and hygienic
- Must be uniform and consistent throughout the outlet



Slide 63

| Slide No | Trainer Notes |
|----------|---|
| 63. | Class Activity – General Discussion <ul style="list-style-type: none"> • Why are these points important? • What else is important? |

Slide

Prepare napkins

Napkins

Preparing napkins includes ensuring they are:

- Clean
- Have no holes
- Are prepared and folded



Slide 64

| Slide No | Trainer Notes |
|----------|---|
| 64. | Class Activity – General Discussion <ul style="list-style-type: none">• Discuss the different types of napkin materials used in a food and beverage outlet?• In what forms are napkins commonly found (packaged and disposable etc.)? |

Slide

Prepare napkins

Napkins

Types of napkin folds:

- Cone
- Bishops Hat
- Fan
- Opera House
- Sail



Slide 65

| Slide No | Trainer Notes |
|----------|---|
| 65. | Class Activity – General Discussion and Demonstration <ul style="list-style-type: none"> What are common folds? <p>Trainer may demonstrate a number of common napkin folds.</p> |

Slide

Prepare cutlery

Cutlery

- Knives (main and entrée)
- Forks (main and entrée)
- Soup spoons
- Dessert spoons
- Hot chocolate spoons
- Teaspoons
- Seafood cutlery



Slide 66

Slide No

Trainer Notes

66.

Class Activity – General Discussion

Discuss the different types of cutlery used in a food and beverage outlet.

How can you ensure cutlery is clean?

Slide

Prepare crockery

Crockery

- Plates (main and entrée)
- bowls (soup, salad and dessert)
- Butter dishes
- Salt and pepper shakers
- Sugar bowls



Slide 67

| Slide No | Trainer Notes |
|----------|--|
| 67. | Class Activity – General Discussion Discuss the different types of crockery used in a food and beverage outlet. How can you ensure crockery is clean? |

Slide

Prepare glassware

Glassware

- Beer glasses
- Wine glasses
- All-purpose glasses
- Cocktail glasses
- Liqueur glasses and fortified wine glasses
- Carafes wines to table
- Jugs drinks
- Irish coffee mugs



Slide 68

| Slide No | Trainer Notes |
|----------|---|
| 68. | <p>Class Activity – General Discussion</p> <p>Discuss the different types of glasses used in a food and beverage outlet.</p> <p>How can you ensure glassware is clean?</p> |

Slide

Prepare shakers

Prepare salt and pepper shakers

Before each shift, salt and pepper shakers must be checked to ensure they are clean and filled appropriately.

- Blocked holes should be unblocked
- The exterior of the shakers must be clean
- Tops free from residual salt or pepper
- Tops are firmly in place



Slide 69

| Slide No | Trainer Notes |
|----------|---|
| 69. | Class Activity – General Discussion <ul style="list-style-type: none"> • Why are these points important when preparing salt and pepper shakers? |

Slide

Setting tables

Clothing a table

- Clean linen
- Never let cloth touch ground
- Lay right side up
- Same level of overhang on each side
- Crease middle if using more than 1 cloth
- Creases should not be seen at the door
- Use clean napkins



Slide 70

Slide No

Trainer Notes

70.

Class Activity – General Discussion and Demonstration

- What items are included in clothing a table?
- The trainer may demonstrate clothing a table.

Slide

Setting tables

Dressing a table

On special occasions, or as part of standard operating procedures, tables may need to be dressed.

Dressing takes place as part of the set up and enhances presentation of the table.



- How do you dress a table?
- What does boxing a table mean?
- What tables are normally boxed or dressed?

Slide 71

| Slide No | Trainer Notes |
|----------|--|
| 71. | Class Activity – General Discussion and Demonstration <ul style="list-style-type: none"> Discuss the questions in the slide. <p>The trainer may demonstrate dressing and boxing a table.</p> |

Slide

Setting tables

Tips for setting a table

- Use the chair as a guide to centre the cover
- Side plates should always be placed to the left of the fork
- Knife blades should always face left
- Sufficient space should be left between the knife and fork for the meal to be placed down



Slide 72

| Slide No | Trainer Notes |
|----------|---------------|
|----------|---------------|

| | |
|-----|--|
| 72. | |
|-----|--|

Class Activity – General Discussion

- Discuss the reasoning behind these tips.

Slide

Setting tables

Tips for setting a table

- Entrée cutlery should always be placed on the outside of the main course cutlery
- In a la carte dining, the dessert cutlery should be placed where the main course knife is usually positioned
- Wine glass should be placed directly above the main knife



Slide 73

| Slide No | Trainer Notes |
|----------|---|
| 73. | Class Activity – General Discussion <ul style="list-style-type: none"> Discuss the reasoning behind these tips. |

Slide

Place table accoutrements

‘Accoutrements’ are the items used to fit out the tables.

In some situations you may be required to dress tables with accoutrements such as:

- Candlesticks
- Candelabra
- Bud vases
- Overlays
- Floral arrangements
- Placemats



Slide 74

Slide No

Trainer Notes

74.

Class Activity – General Discussion

- What else can you use?
- What is the purpose of these items?

Slide

Prepare other items

- Condiments
- Butter
- Lemon and lime
- Waiters station



Slide 75

| Slide No | Trainer Notes |
|----------|---|
| 75. | Class Activity – General Discussion Discuss the different types of items that need to be prepared for these points. |

Slide

Complete final inspection of room

Now that tables are set for service and the room is clean and tidy it is now time to undertake a final inspection of the room and table set ups.

- What would you check?
- What are you looking for?



Slide 76

Slide No

Trainer Notes

76.

Class Activity – General Discussion

- Discuss the questions in the slide.

Slide

Removing, cleaning or replacing items

- High chairs
- Trestle tables
- Bain-maries
- Coffee urns
- Equipment used only for the breakfast shift
- Glassware



Slide 77

| Slide No | Trainer Notes |
|----------|--|
| 77. | Class Activity – General Discussion <ul style="list-style-type: none"> • If you remove these items, where do you place them? • When would they be needed again? |

Slide

Removing, cleaning or replacing items

- Broken equipment or furniture
- Used customer comment forms
- Stock (food and beverage items)
- Displays
- Mobile trolleys



Slide 78

Slide No

Trainer Notes

78.

Class Activity – General Discussion

- If you remove these items, where do you place them?
- When would they be needed again?

Slide

Setting tables

Checking tables prior to service

Cleanliness and the condition of the tables and the table items must be checked prior to service to ensure the guests enter a proper and correctly prepared room.

- What would you check and why?



Slide 79

| Slide No | Trainer Notes |
|----------|--|
| 79. | Class Activity – General Discussion <ul style="list-style-type: none"> What would you check and why? |

Slide

Setting tables

Checking tables prior to service

- Crumbs on chairs
- Lop-sided, creased, dirty or otherwise unsuitable table cloth
- Missing items from the cover or table
- Missing, damaged or unstable tables and chairs
- Incorrect covers set on a table
- Actual table positions reflect the set floor plan
- Rubbish
- Flies or insects



Slide 80

| Slide No | Trainer Notes |
|----------|--|
| 80. | <p>Class Activity – General Discussion and Demonstration</p> <ul style="list-style-type: none"> ● Crumbs on chairs left from the previous session. Cleaners will clean the floor of the room but rarely be required to clean chairs ● Lop-sided, creased, dirty or otherwise unsuitable tablecloth ● Missing items from the cover or table – crockery, cutlery, centre pieces, glassware, napkins, tent cards ● Missing, damaged or unstable tables and chairs ● Incorrect covers set on a table. The covers must reflect the number of guests for each table as indicated on the floor plan. Where tables exist that do not have bookings, most venues will prepare tables to suit the size of walk-in numbers/parties that can be reasonably expected. This means they may set up a number of tables for two, some tables for four people and some for (perhaps) six or eight people ● That the actual table positions reflect the set floor plan ● Rubbish on the floor, in pot plants etc ● Flies or insects – alive or dead, with special attention being paid to window ledges. |

Slide

Setting tables

Verify Menu

Types of menus

- A la carte menu
- Set menu
- Beverage menu
- What is in the beverage menu?

INDIAN SET MENU @ DOME SERVICE

MENU 1

Homemade Basmati Rice
Vegetable Dal (as requested)
Vegetable Dalchur / Mutton
Bacon Goulash
Chicken Masala / Rendang
Mutton Vindaloo / Roasted
Egg Benedict
Homemade Vegetables in Madras
Spicy Bruschetta
Ice Cream or Fruit Cocktail & Jelly
Lemon Sorbet

MENU 2

Pane Pilla, Rice
Lemon Rice (as requested)
Vegetable Korma / Mutton
Bacon Goulash
Chili Chicken Boned
Mutton Black Pepper / Roasted
Ginger Fish / Roasted
Alma Vegetables
Sweet & Sour Soufflé / Hot Curry
Ice Cream or Fruit Cocktail & Jelly
Lemon Sorbet

MENU 3

Homemade Basmati Rice
Vegetable Dal (as requested)
Vegetable Dalchur / Mutton
Bacon Goulash
Prawn or Dry Chili & Cashewnuts
Ginger Fish / Roasted
Chicken Vindaloo
Homemade Vegetables
Spicy Bruschetta / Roasted Deep Fried
Potatoes & Salad
Pudding
Fresh Lemon Juice

Rice subject to change

NEW A LA CARTE MENU

Mutton, Beef Currywurst 10.00
Homemade Tuna Sandwich with Pickled Sauterne Caper and
Vinegar Sauce 11.00

Tuna Prawn Curry 10.00
Homemade Tuna Sandwich with Pickled Sauterne Caper and
Vinegar Sauce 11.00

Chicken Curry 10.00
Homemade Tuna Sandwich with Pickled Sauterne Caper and
Vinegar Sauce 11.00

Spicy Tuna and Smoked Salmon Plate 12.00
Homemade Tuna Sandwich with Pickled Sauterne Caper and
Vinegar Sauce 11.00

Hot Tuna Tuna 10.00
Homemade Tuna Sandwich with Pickled Sauterne Caper and
Vinegar Sauce 11.00

Hot Tuna Tuna 10.00
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Vinegar Sauce 11.00

Slide 81

Slide No

Trainer Notes

81.

Class Activity – General Discussion

- What information should you verify?
- Who provides this information?

Slide

Final check

Final confirmations

As part of the final check a final confirmation of the following may take place:

- Bookings
- Special requests
- Seating plan
- Station allocations



Slide 82

Slide No

Trainer Notes

82.

Class Activity – General Discussion

- Why is this important to check again?

Slide

Reporting problems

Once a final check of the restaurant has been completed, any problems that have been identified can be discussed with the appropriate person, for their prompt action.

There may be times when service staff identify a problem they cannot rectify, or come across a recurring problem in the room.

- What are common problems?
- Who should they be reported to?



Slide 83

| Slide No | Trainer Notes |
|----------|--|
| 83. | Class Activity – General Discussion <ul style="list-style-type: none"> • Discuss the questions in the slide. |

Slide

Reporting problems

Common recurring problems

- A piece of equipment keeps failing
- Refrigeration that fluctuates in temperature or doesn't reach the required temperature
- Always running out of a crockery, cutlery or glassware
- Always running out of forms or pens
- Circuit breakers constantly cutting in and cutting off power
- Heating or cooling that doesn't seem to respond to thermostats



Slide 84

| Slide No | Trainer Notes |
|----------|--|
| 84. | Class Activity – General Discussion <ul style="list-style-type: none"> • Why are these problems common? • Who should they be reported to? • What can you do whilst the problem is being fixed? |

Slide

Reporting problems

Common recurring problems

- The floor plan always gets lost
- The need for a new piece of equipment to complete a specific task more efficiently
- Any health and safety issue
- Always running out of a particular product
- Always running out of ice
- Always running out of menus
- Need for more cleaning items and equipment



Slide 85

| Slide No | Trainer Notes |
|----------|--|
| 85. | Class Activity – General Discussion <ul style="list-style-type: none"> • Why are these problems common? • Who should they be reported to? • What can you do whilst the problem is being fixed? |

Slide

Element 3: Meet and greet guests



Slide 86

| Slide No | Trainer Notes |
|----------|--|
| 86. | <p>Introduce topic.</p> <p>Class Activity – General Discussion</p> <p>Ask general questions:</p> <ul style="list-style-type: none">• How do you greet customers?• What do you ask?• Why is it important to acknowledge customers upon arrival in a prompt manner? |

Slide

Meet and greet guests

Performance Criteria for this Element are:

- Welcome guests on arrival ✓
- Seat guests at nominated or designated tables ✓
- Offer pre-meal services ✓
- Present menus and wine/drink lists ✓
- Provide service advice and information to guests ✓

Slide 87

| Slide No | Trainer Notes |
|----------|---|
| 87. | Trainer identifies the Performance Criteria for this Element, as listed on the slide. |

Slide

Welcoming guests

You never get a second chance to make a good first impression

- What is a good way to welcome customers to a food and beverage establishment?



Slide 88

Slide No

Trainer Notes

88.

Class Activity – General Discussion

- What is a good welcome?

Slide

Check reservations

- Name of booking
- Reservation/No reservation
- Confirm number of guests
- Smoking and non smoking
- Special requests



Slide 89

| Slide No | Trainer Notes |
|----------|---|
| 89. | Class Activity – General Discussion <ul style="list-style-type: none"> • Where are reservations normally kept? • What happens if a customer says they have a reservation but it cannot be found in your records? |

Slide

Greeting

Give an appropriate greeting

- What is a good way to greet a customer?
- What is 'ice-breaking' conversations that you can initiate?



Slide 90

| Slide No | Trainer Notes |
|----------|--|
| 90. | <p>Class Activity – General Discussion</p> <p>Suggested topics include:</p> <ul style="list-style-type: none"> • The weather – a genuine comment: “Isn’t it cold today?” – can be a great ice-breaker and help strike up a conversation • Sporting events – “Did you watch the game today?” • Special events – “Happy Festival Day” • The season – “Isn’t it getting dark early these days?” • A special in-house event – “Welcome to our Grand Winery Tour Dinner, it will be a night to remember!” |

Slide

Special needs customers

Making suitable accommodation

- Alternative easy access to their table because of a disability
- Privacy for romantic couples and business people
- Room on a table to spread out business documents
- A table near the door for someone with a walking stick
- A high chair for infants
- Warming of a bottle for babies
- Special dietary needs



Slide 91

| Slide No | Trainer Notes |
|----------|--|
| 91. | Class Activity – General Discussion <ul style="list-style-type: none"> • In a given restaurant setting, how would you accommodate these special needs? |

Slide

Escort and seat customers

- “Follow me”
- Walk at a comfortable pace
- Acknowledge any dangers
- Pull out chairs
- Push in chairs
- Ensure adequate seating
- Remove excess chairs
- Lap napkins
- Communication



Slide 92

Slide No

Trainer Notes

92.

Class Activity – General Discussion and Demonstrate

- Demonstrate how to undertake escorting activities.

Slide

Pre-meal services

Offer pre-meal services

- Seat
- Magazine/newspaper
- Menu
- Beverage
- Snack



Slide 93

| Slide No | Trainer Notes |
|----------|---|
| 93. | Class Activity – General Discussion <ul style="list-style-type: none"> • How would you offer these pre-meal services? |

Slide

Present menus

- Ensure there are adequate menus for everyone to read
- Provide menus suitable for the customers:
 - Different languages
 - Children's menus
- Distribute menus to the guests from their right-hand side
- Leave the wine list with the host or place in the centre of the table



Slide 94

Slide No

Trainer Notes

94.

Class Activity – General Discussion

- Discuss points.

Slide

Present menus

- Ask customers if they would like any starters
- Serve any complimentary starters
- Point of direct customers to other menus:
 - Fixed menus on walls
 - Daily specials
 - Tent card displays on tables
- Tell customers you will be back in a minute to discuss the menu



Slide 95

| Slide No | Trainer Notes |
|----------|--|
| 95. | Class Activity – General Discussion <ul style="list-style-type: none"> • Discuss points. |

Slide

Offering advice and information

Most customers who visit a food and beverage establishment will not have the same level of knowledge about the menu offering as staff.

Therefore they may not be aware of:

- What is available
- Which ones are the specialty items
- What promotions exist



Slide 96

Slide No

Trainer Notes

96.

Questions

- When is the best time to give advice?
- What signs do you look for when deciding whether to give advice or not?

Slide

Offering advice and information

Asking questions

- What investigatory questions can you ask to help identify their desired food and beverage needs?



Slide 97

| Slide No | Trainer Notes |
|----------|---|
| 97. | Questions <ul style="list-style-type: none"> Ask the question in the slide Compile a list of suitable questions. |

Slide

Offering advice and information

Giving general information

The most common form of assistance to be provided will evolve around helping to clarify:

- Compatibility of food and wine choices
- Interpretation of menu items



Slide 98

Slide No

Trainer Notes

98.

Questions

- What interpretation do customers require about menu items?

Slide

Offering advice and information

Giving information on food

- Ingredients in dishes
- Cooking/preparation times
- Whether things like MSG, sugar, and flour are present in dishes
- Serve sizes
- Whether items are fresh, frozen, canned, etc
- Why a certain dish has the name it does
- What different cooking styles mean
- Menu and cooking terminology



Slide 99

| Slide No | Trainer Notes |
|----------|---|
| 99. | Review of menu <ul style="list-style-type: none"> • Trainer to hand out a range of different menus to the audience and get them to think of themselves as if they were the customer • Get them to identify menu items that require further interpretation based on the points in this slide. |

Slide

Offering advice and information

Giving information on beverages

- Whether they are domestic or imported beverages
- Information specific to wines
- Size of serves, bottles, cans and glasses
- The variety of ways in which different liquors can be served
- How it may be consumed
- Any special points about it



Slide 100

Slide No

Trainer Notes

100.

Questions

- What other assistance is commonly required?

Slide

Offering advice and information

Describe specials

- Soup of the day
- Fish of the day
- Roast of day
- The vegetables for the session and how they are cooked
- Any other specials that are available



Slide 101

| Slide No | Trainer Notes |
|----------|---|
| 101. | Class Activity – General Discussion and Role Play <ul style="list-style-type: none"> Participants to practice giving information based on a menu chosen by the trainer. |

Slide

Offering advice and information

Making recommendations

- Items you think they might like – ask questions
- Items you like and why
- Items that are popular
- Specials of the day
- Items the kitchen wants you to sell
- Food and Wine Combinations



Slide 102

Slide No

Trainer Notes

102.

Class Activity – General Discussion and Role Play

- Participants to practice giving recommendations based on a menu chosen by the trainer.

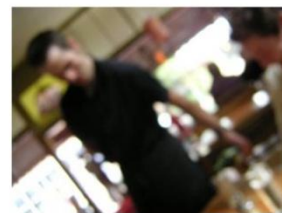
Slide

Offering advice and information

Additional information

In some dining experiences you may also be required to provide additional information such as:

- Entertainment to accompany meals
- Location of buffets
- Location of customer facilities
- Information about the local area



Slide 103

| Slide No | Trainer Notes |
|----------|---|
| 103. | Class Activity – General Discussion <ul style="list-style-type: none"> • Discuss what pieces of information are helpful to customers. |

Slide

Offering advice and information

Leave table

- After all information has been passed on to the table, you should retire from the table while guests browse the menu and make their selection
- Keep an eye on them for cues that they are ready to order



Slide 104

Slide No

Trainer Notes

104.

Class Activity – General Discussion

- What are common cues that the customer is ready to order?

Slide

Element 4:

Take food and beverage orders



Slide 105

| Slide No | Trainer Notes |
|----------|---|
| 105. | <p>Introduce topic.</p> <p>Class Activity – General Discussion</p> <p>Ask general questions:</p> <ul style="list-style-type: none"> • What are the steps associated with taking an order? |

Slide

Take food and beverage orders

Performance Criteria for this Element are:

- Take beverage orders and food orders ✓
- Sell menu items and drinks proactively ✓
- Recommend wines and drinks to accompany selected foods ✓
- Respond to guest queries regarding menu items and drink choices ✓

Slide 106

| Slide No | Trainer Notes |
|----------|---------------|
|----------|---------------|

| | |
|------|---|
| 106. | Trainer identifies the Performance Criteria for this Element, as listed on the slide. |
|------|---|

Slide

Take food and beverage orders

Performance Criteria for this Element are:

- Transfer orders to service and preparation points ✓
- Adjust settings/covers to reflect menu items selected ✓
- Liaise with other staff regarding intended service delivery ✓

Slide 107

| Slide No | Trainer Notes |
|----------|---------------|
|----------|---------------|

| | |
|------|---|
| 107. | Trainer identifies the Performance Criteria for this Element, as listed on the slide. |
|------|---|

Slide

Taking orders

Options available

Staff may be required to:

- Remember orders
- Record orders on paper-based order forms
- Record orders using electronic means



Slide 108

Slide No

Trainer Notes

108.

Class Activity – General Discussion

Discuss the advantages and disadvantages of using these methods and when they would best be used:

- Remember orders, relying solely on their memory, as is the case at most bars and in some restaurants
- Record orders on paper-based order forms, such as waiter's dockets and order pads
- Record orders using electronic means such as small hand-held computers (PDAs – Personal Digital Assistants) which also send the orders to the kitchen or bar and interface with point-of-sale registers to facilitate account tracking, processing and payment.

Slide

Taking orders

Guidelines for taking the order

- Look for signs when guests are ready to order
- Start with females
- Record clockwise or number guests
- Record all orders accurately and legibly



Slide 109

| Slide No | Trainer Notes |
|----------|--|
| 109. | Class Activity – General Discussion and Demonstration Demonstrate the steps associated with taking an order. |

Slide

Taking orders

Guidelines for taking the order

- Record special requirements:
 - Sauces
 - Temperatures
 - Extras / exclusions
- Separate courses
- Repeat order



Slide 110

Slide No

Trainer Notes

110.

Class Activity – General Discussion and Demonstration

Demonstrate the steps associated with taking an order.

Slide

Check food preferences

Degrees of 'doneness' of steaks

It is important to note on the order how the guest wants their steak cooked.

Degrees of doneness are:

- Blue
- Rare
- Medium rare
- Medium to well-done
- Well-done



Slide 111

| Slide No | Trainer Notes |
|----------|--|
| 111. | <p>Class Activity – General Discussion</p> <p>Discuss the different degrees of doneness:</p> <ul style="list-style-type: none"> • Blue - steak is seared on both sides then served • Rare - steak is served when browned on both sides, and meat still contains blood • Medium rare - steak has less blood than a rare steak, though blood is still just present • Medium to well-done - steak is cooked all the way through, no sign of blood • Well-done: steak is cooked very well – a little burnt on the outside and definitely no sign of blood. |

Slide

Check beverage preferences

As part of the ordering process, customers will identify which item that they desire, be it a food or beverage item.

They may ask for:

- A specific brand
- A generic brand
- A generic drink



Slide 112

| Slide No | Trainer Notes |
|----------|--|
| 112. | Class Activity – General Discussion <ul style="list-style-type: none"> • What are the differences between these? • What are common generic brands – e.g. coke? • What are common generic drinks – whisky, gin? |

Slide

Check beverage preferences

Clarifying an order

It makes good sense and excellent customer service, to check with the guest regarding their preference.

For example if someone wants a 'gin' do they want:

- A specific brand – Gordon's, Beefeaters
- The house/pour brand



Slide 113

| Slide No | Trainer Notes |
|----------|---|
| 113. | Class Activity – General Discussion and Demonstration <ul style="list-style-type: none"> • What is a 'house/pour' brand? • Who decides this? • Why have them? |

Slide

Operate the ordering system

All transactions should be undertaken within establishment guidelines relating to:

- Honesty and integrity
- Accuracy
- Speed
- Explanation and description of charges
- Customer service



Slide 114

| Slide No | Trainer Notes |
|----------|---|
| 114. | <p>Class Activity – General Discussion</p> <p>Discuss the importance of operating ordering systems.</p> <p>All transactions should be undertaken within establishment guidelines relating to:</p> <ul style="list-style-type: none"> • Honesty and integrity. These address not charging for items that were not delivered or not charging person X for something that person Y received • Accuracy – checking all entries, extensions, additions and other calculations to make sure that the customer isn't over-charged and that the venue captures all the revenue to which it is legitimately entitled • Speed – ensuring that accounts are compiled and presented in a timely manner consistent with honesty and accuracy. Never sacrifice accuracy for speed • Explanation and description of charges – fully detailing the nature of all charges so that no confusion or suspicion about charges exists • Customer service – treating customers with the courtesy they merit in relation to the taking of the order, processing of the order and presentation of the account for payment. |

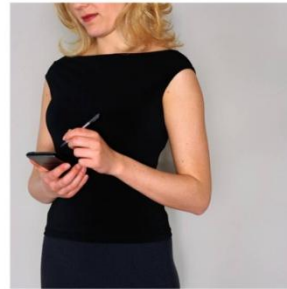
Slide

Operate the ordering system

Using different systems

Orders can be taken using:

- Manual system
- Electronic system:
 - Point of sale terminals
 - Hand held devices
 - Print out terminals



Slide 115

| Slide No | Trainer Notes |
|----------|--|
| 115. | Class Activity – General Discussion, Demonstration and Role Play <ul style="list-style-type: none"> The trainer should describe the benefits and methods of using each method of taking orders The participants should practice taking orders using each type of ordering system. |

Slide

Optimise sales

Sale of additional items

- Side salads, vegetables or French fries
- Starch foods like wedges, fries, rice or other potato formats
- Beverages to compliment meals
- Additional sauces or condiments
- Desserts



Slide 116

Slide No

Trainer Notes

116.

Class Activity – General Discussion

- What businesses are very good at doing this?
- What are specific items that you can sell as additional items?

Slide

Optimise sales

Other methods to optimise sales

- Upsizing/upgrading meals
- Package meal deals
- Suggestive selling



Slide 117

| Slide No | Trainer Notes |
|----------|---|
| 117. | Class Activity – General Discussion <ul style="list-style-type: none"> • What businesses are very good at doing this? |

Slide

Recommending food and wine

General guidelines

- Whites with fish, chicken, veal and pork
- Reds with dark meat
- Reds with cheese
- Delicate wines with delicate food
- Full-bodied wines with full-bodied food
- Sweet wines with sweet food
- Sparkling wine can generally go with anything and with any course



Slide 118

Slide No

Trainer Notes

118.

Class Activity – General Discussion and demonstration

- Trainer should provide a brief introduction to wine
- Provide explanation why certain wines do with certain types of food.

Slide

Food and wine combinations

| WINE TYPES | FOOD |
|------------------------------|---|
| White Wine | White Meat: Chicken Seafood: Fish, Salmon Spicy Food Pasta |
| Red Wine | Red Meat: Beef, Lamb, Dark White Meat: Duck, Turkey Pasta |
| Sparkling Wine/ Champagne | Strawberries, Seafood, Fruit |

Slide 119

| Slide No | Trainer Notes |
|----------|--|
| 119. | <p>Discuss these food and wine combinations</p> <ul style="list-style-type: none"> Why are these combinations regarded as appropriate? |

Slide

Food and wine combinations

| WINE TYPES | FOOD |
|---|-----------------|
| Chenin blanc, verdelho, chardonnay, riesling | Salads |
| Chardonnay, rosé | Antipasto |
| Semillon, sauvignon blanc, riesling | Seafood |
| Cabernet sauvignon, shiraz, chardonnay, semillon | Game |
| Cabernet merlot, cabernet sauvignon, shiraz, malbec | Red meat |
| Chardonnay, chenin blanc, verdelho | Poultry |
| Chardonnay, riesling, shiraz | Pasta |
| Cabernet merlot | Cheese platters |
| Dessert wines | Desserts |

Slide 120

Slide No

Trainer Notes

120.

Discuss these food and wine combinations

- Why are these combinations regarded as appropriate?

Slide

Respond to customer queries

A major part of the service staff's role is to respond to guest questions regarding menu items.

- What are common queries customers have in relation to menu items?



Slide 121

| Slide No | Trainer Notes |
|----------|--|
| 121. | Class Activity – General Discussion Discuss question in the slide. |

Slide

Respond to customer queries

Common customer enquires

- Dish ingredients
- Cooking/preparation time
- MSG and flavourings
- Serving sizes
- Freshness of ingredients (seafood)



Slide 122

Slide No

Trainer Notes

122.

Class Activity – General Discussion

Discuss points.

Slide

Respond to customer queries

Common customer enquires

- Cooking styles
- Meat or meat stocks
- Menu and cookery terminology
- Side dishes
- Calorie/fat content



Slide 123

| Slide No | Trainer Notes |
|----------|---|
| 123. | Class Activity – General Discussion Discuss points. |

Slide

Respond to customer queries

Handling questions where you don't know the answer

- Apologise to the guest
- Tell them you don't know the answer to their question
- Tell them you will go and find out, ask the kitchen etc.
- Go back to the guest and pass on what you have found out



Slide 124

Slide No

Trainer Notes

124.

Class Activity – General Discussion

Discuss points.

Slide

Respond to customer queries

Dietary Considerations

It is extremely important to make sure that special requests that relate to dietary issues receive extra attention and care.

- What dietary considerations are there?



Slide 125

| Slide No | Trainer Notes |
|----------|--|
| 125. | Class Activity – General Discussion Discuss the importance of handling dietary considerations. |

Slide

Respond to customer queries

Special dietary needs

- Vegetarian requests
- Lacto-ova vegetarians/Ova-lacto vegetarians
- Lacto-vegetarians
- Pescatarians
- Vegan



Slide 126

Slide No

Trainer Notes

126.

Class Activity – General Discussion

Discuss types of special dietary needs:

- Vegetarian requests. This is probably the most common dietary-related request.
- Lacto-ova vegetarians/Ova-lacto vegetarians. These are the majority of 'vegetarians'. They eat dairy products and eggs but not meat of any kind, including red and white meat, poultry or fish
- Lacto-vegetarians. They don't eat meat, poultry or fish. They don't eat eggs but they eat dairy products
- Pescatarians – people who don't eat meat, poultry or animal flesh but do eat fish
- Vegan. This definition is open to various definitions so it is best to check exactly what. The diner means when they say they are a 'vegan'. Generally a vegan can be seen as anyone who doesn't eat meat, poultry, fish, eggs or dairy products and doesn't eat foods derived from animals such as gelatine. The person may also stipulate that they are served only raw/unprocessed foods, or foods that have not reached a temperature of above 46°C (because they believe foods above this temperature have had some of their dietary goodness removed or be harmful to the human body).

Slide

Respond to customer queries

Special dietary needs

- Requests for low-salt meals
- Requests for low-sugar or no sugar meals
- Requests for lactose-reduced milk
- Requests for gluten-free food
- Requests for a macrobiotic diet



Slide 127

| Slide No | Trainer Notes |
|----------|--|
| 127. | <p>Class Activity – General Discussion</p> <p>Discuss types of special dietary needs:</p> <ul style="list-style-type: none"> ● Requests for low-salt meals ● Requests for low-sugar or no sugar meals for diabetics ● Requests for lactose-reduced milk for those who are lactose intolerant ● Requests for gluten-free food from patrons who have celiac disease ● Requests for a macrobiotic diet for those who are especially health-focussed they will request unprocessed vegan foods, no oil and no sugar. |

Slide

Convey orders

Regardless of whether or not an electronic or manual ordering system is used to take an order, there are many times when waiter staff will need to speak directly to the person preparing items, normally the chef or bartender to:

- Explain special requests
- Clarify the order



Slide 128

Slide No

Trainer Notes

128.

Class Activity – General Discussion

- What are examples of where information needs to be personally discussed with a chef or bartender?

Slide

Convey orders

Information to be relayed

- Timing issues
- Cultural issues
- Special requests
- How steaks are to be cooked
- Entrees required as main courses
- Explanation of tables and their orders
- Dietary requirements



Slide 129

| Slide No | Trainer Notes |
|----------|---|
| 129. | <p>Class Activity – General Discussion</p> <p>Discuss information that may need to be relayed.</p> <p>Information that may need to be relayed involves:</p> <ul style="list-style-type: none"> • Timing issues – informing the kitchen/bar of those who are in a hurry, or those who want to stretch their meal out over several hours • Coordination of service – telling the bar about the food that a table has ordered so that wines selected to accompany certain dishes can be presented, opened and served before the food has been served. It is very annoying and disappointing for a guest to choose a special wine to accompany their fish main course only to find that wine is served when they are half-way through that dish • Cultural issues – notifying the kitchen/bar of cultural food and drink needs. Sometimes patrons expect you to know what these needs, but in other instances individuals will advise you of what they want • Dietary requirements • Special requests in relation to serve size, extra this, no that or a special way of cooking that is not listed on the menu • How steaks are to be cooked • Entrees required as main courses or vice versa • Explanation of tables and their orders. For example a table of six people where four are having entrees, three are having soup and two are not having soup or entrees, what is required and when. |

Slide

Adjusting settings to reflect selections

Depending on the dishes and drinks they have ordered, it is now time to adjust the setting with certain items of:

- Cutlery
- Glassware
- Service wear



Slide 130

Slide No

Trainer Notes

130.

Class Activity – General Discussion

- What is the normal process for adjusting settings?

Slide

Adjusting glassware

Practical examples of the need to adjust glasses may include:

- Adding water glasses and jugs
- Removing/adding all or some wine glasses
- Removing the set glasses and replacing them with champagne flutes where a sparkling wine is ordered



Slide 131

| Slide No | Trainer Notes |
|----------|--|
| 131. | Class Activity – General Discussion <ul style="list-style-type: none"> • What glasses are normally set at the table? • How do you remove glasses? |

Slide

Adjusting service ware

Service wear may need to be provided as follows:

- Service platters
- Sauce boats
- Cake stands and knives
- Snail forks and tongs
- Lobster picks and crackers
- Soup tureen
- Gueridon equipment



Slide 132

| Slide No | Trainer Notes |
|----------|--|
| 132. | Class Activity – General Discussion <ul style="list-style-type: none"> ● What are each of these items used for? ● How would you use them? |

Slide

Adjusting settings

Process for adjusting covers

- Identify what needs to be removed from each cover
- Identify what needs to be added to each cover
- Obtain the necessary items
- Load them onto a clothed service plate
- Carry the clothed plate with all the required cutlery to the table
- On arrival at the table, begin adjusting the cutlery by starting at the Number One guest, working clockwise
- Always handle cutlery by the handles



Slide 133

| Slide No | Trainer Notes |
|----------|--|
| 133. | Class Activity – General Discussion and Demonstration <ul style="list-style-type: none"> • Discuss the steps for adjusting covers • Trainer may demonstrate explaining steps. |

Slide

Liaise with other staff

Liaise with other staff regarding intended service delivery

- What are common communication topics?
- Who do you communicate with?
- How does this communication take place?



Slide 134

Slide No

Trainer Notes

134.

Class Activity – General Discussion

- Discuss the questions in the slide.

Slide

Element 5: Serve food



Slide 135

| Slide No | Trainer Notes |
|----------|--|
| 135. | <p>Introduce topic.</p> <p>Class Activity – General Discussion</p> <p>Ask general questions:</p> <ul style="list-style-type: none"> • What are common food items that are served? • What are the steps associated with serving and clearing food? |

Slide

Serve food

Performance Criteria for this Element are:

- Serve bread rolls at table ✓
- Serve dishes as ordered by guests ✓
- Check guest satisfaction as part of service delivery ✓
- Take remedial action in the event of guest dissatisfaction ✓
- Clear table at appropriate times throughout meal and on completion of meal ✓

Slide 136

Slide No**Trainer Notes**

136.

Trainer identifies the Performance Criteria for this Element, as listed on the slide.

Slide

Serving bread

Serving bread at start of meal

In most eating experiences in a restaurant, bread is often provided to customers.

- What is the purpose of serving bread?
- What formats are they served?
- How are they served?
- What else is commonly served as an alternative?



Slide 137

| Slide No | Trainer Notes |
|----------|--|
| 137. | Class Activity – General Discussion <ul style="list-style-type: none"> • Discuss the questions in the slide. |

Slide

Serving bread

Alternatives to serving bread

- Nuts
- Chips
- Vegetable sticks (crudités) and dip
- Corn chips and salsa
- Soup tasters
- Sorbet – to clean the palate



Slide 138

Slide No

Trainer Notes

138.

Class Activity – General Discussion

- What are other suitable substitutes?

Slide

Serving food and beverage items

Collect food selections

When collecting food ensure:

- Correct food
- Correct temperature
- Correct requests
- Clean plate
- Service cutlery
- Garnishes and condiments
- Correct side dishes
- All meals to the table are taken at the same time



Slide 139

| Slide No | Trainer Notes |
|----------|--|
| 139. | Class Activity – General Discussion and demonstration <ul style="list-style-type: none"> Trainer should demonstrate what to look for when collecting food. |

Slide

Serving food and beverage items

Serving Food

- Use 2 plate or 3 plate method
- Serve the meal from the right
- Serve ladies first or direction
- Place the meat at 6 o'clock
- Repeat order when presenting
- Ensure correct cutlery
- Ensure correct condiments



Slide 140

Slide No

Trainer Notes

140.

Class Activity – General Discussion and demonstration

- Trainer should demonstrate how to carry and place food at the table.

Slide

Checking guest satisfaction

Check Customer Satisfaction

Conduct 'The 3 minute check'

- Ensure meals are alright
- Replenish condiments
- Providing additional items
- Clear unused items



Slide 141

| Slide No | Trainer Notes |
|----------|---|
| 141. | Class Activity – General Discussion <ul style="list-style-type: none"> • Why is it important that this check takes place? • Besides asking customers if they are happy, what else should waiters be looking for? |

Slide

Checking guest satisfaction

Offer additional food and beverage

- Re-order drinks
- Additional items
- Give ideas of next course
- More cutlery/crockery
- More condiments



Slide 142

Slide No

Trainer Notes

142.

Class Activity – General Discussion

- What are some specific items you can recommend under each point?
- How would you do this?

Slide

Checking guest satisfaction

Offer additional food and beverage

Additional items should be offered at appropriate times such as:

- The three-minute check
- When glasses are nearly empty
- When bottles are nearly empty
- When most bread or rolls on the table have all been consumed



Slide 143

| Slide No | Trainer Notes |
|----------|--|
| 143. | Class Activity – General Discussion <ul style="list-style-type: none"> • How else can you identify when a customer may want something? |

Slide

Take remedial action

Take remedial action in the event of guest dissatisfaction

Whilst most customers will be happy, naturally some customers will have a problem with their food or beverage item.

- What do you do?
- What options are available to you?



Slide 144

Slide No

Trainer Notes

144.

Class Activity – General Discussion

- Discuss the questions in the slide.

Slide

Take remedial action

Offer alternatives

- Replace meal quickly
- Allowing them to take some items from the buffet whilst they are waiting
- Providing a plate of snacks including rice, salad, bread or fries
- Suggesting fast cook items to that a dish will be ready when others are also eating



Slide 145

| Slide No | Trainer Notes |
|----------|---|
| 145. | Class Activity – General Discussion <ul style="list-style-type: none"> • What would make you happy as a customer? • What happens to charges? |

Slide

Clearing food and beverage items

Clear Tables

- *What is the sign that a guest has finished their meal?*
- Before clearing, ask if they have finished
- Clear the table together
- Remove any unused items
- *How do you clear plates?*



Slide 146

Slide No

Trainer Notes

146.

Class Activity – General Discussion

- Answer the questions in this slide.

Slide

Clearing food and beverage items

Steps to clearing a table

The following protocols commonly apply when clearing a table:

- Try to start with the guest who has the most scraps left on their plate. This will act as the base plate for clearing
- Always clear from the right of the guest – the same side that you should have served from
- Pick up the first plate, complete with cutlery, with your right hand and transfer and secure it in your left hand
- Secure the end of the fork handle under your thumb



Slide 147

| Slide No | Trainer Notes |
|----------|--|
| 147. | Class Activity – General Discussion and Demonstration <ul style="list-style-type: none"> • Discuss the points in this slide including their importance • The trainer should demonstrate how to clear a table. |

Slide

Clearing food and beverage items

Steps to clearing a table

- Slide the knife, cutting end first, under the fork to secure it and stop it from sliding away
- Moving clockwise around the table, clear the next guest's plate
- Secure the second plate into position over the wrist, and scrape any food scraps onto the base plate



Slide 148

Slide No

Trainer Notes

148.

Class Activity – General Discussion and Demonstration

- Discuss the points in this slide including their importance
- The trainer should demonstrate how to clear a table.

Slide

Clearing food and beverage items

Steps to clearing a table

- Secure the knife by sliding it under the securing fork
- Place the second fork parallel to the securing fork
- Continue this procedure until all the plates and cutlery are cleared for that particular course



Slide 149

| Slide No | Trainer Notes |
|----------|--|
| 149. | Class Activity – General Discussion and Demonstration <ul style="list-style-type: none"> • Discuss the points in this slide including their importance • The trainer should demonstrate how to clear a table. |

Slide

Element 6: Serve drinks



Slide 150

Slide No

Trainer Notes

150.

Introduce topic.

Class Activity – General Discussion

Ask general questions:

- What are common drinks that are served?
- What are tips for serving drinks to customers?

Slide

Serve drinks

Performance Criteria for this Element are:

- Serve pre-dinner drinks to table ✓
- Serve wines to table ✓
- Serve after-meal drinks to table ✓
- Coordinate timing of beverage service to match courses/menu items being served ✓
- Clear glasses and beverage items ✓

Slide 151

| Slide No | Trainer Notes |
|----------|---|
| 151. | Trainer identifies the Performance Criteria for this Element, as listed on the slide. |

Slide

Serving beverage items

Collect beverage selections

When collecting drinks ensure:

- Correct drink
- Correct glassware
- Garnishes
- Glasses have right amount of liquid
- Drinks are not flat (if required to be carbonated)
- Correct straws



Slide 152

Slide No

Trainer Notes

152.

Class Activity – General Discussion and demonstration

- Trainer should demonstrate what to look for when collecting beverages.

Slide

Serving beverage items

Serving beverages

- Carrying trays
- Handle glassware by the stem or stem
- Don't overload trays
- Use coasters
- Provide snacks where appropriate
- Monitor behaviour of guests (alcohol)
- Announce name of drink



Slide 153

| Slide No | Trainer Notes |
|----------|---|
| 153. | Class Activity – General Discussion and demonstration <ul style="list-style-type: none"> • Trainer should demonstrate how to load and carry trays and to deliver drinks to the table. |

Slide

Serving wine at table

Serving table and sparkling wine

Besides the service of pre-dinner drinks, common drinks often served to accompany a meal include sparkling and table wine.

- What is the difference between these?
- What are examples of table wine?
- How is white table wine served?
- How is red table wine served?
- How is sparkling wine served?



Slide 154

| Slide No | Trainer Notes |
|----------|--|
| 154. | Class Activity – General Discussion and demonstration <ul style="list-style-type: none"> ● Discuss questions in the slide. |

Slide

Serving wine at table

Check bottle condition

- Label
- Top near the cork/seal
- Bottle top
- Nothing floating in solution
- Overall condition of the glass



Slide 155

| Slide No | Trainer Notes |
|----------|--|
| 155. | Class Activity – General Discussion and demonstration <ul style="list-style-type: none"> ● Label – legible and intact ● Top near the cork/seal – intact and entire ● Bottle top – clean and not leaking ● Nothing floating in solution – as best as can be identified ● Overall condition of the glass – not cracked, not leaking. |

Slide

Serving wine at table

Checking the selection with customer

- Present the wine to the person who ordered the bottle
- Announce the brand name, style and vintage
- Wait for the customer to confirm it is the right product



Slide 156

Slide No

Trainer Notes

156.

Class Activity – General Discussion and demonstration

- Why is it important to check the selection with the customer?

Slide

Serving wine at table

Select appropriate glassware and equipment

- Wines and glasses
- Drink trays
- Waiter's friend
- Ice bucket
- Service cloth
- Carafes
- Decanting equipment
- Wine baskets



Slide 157

| Slide No | Trainer Notes |
|----------|---|
| 157. | Class Activity – General Discussion and demonstration <ul style="list-style-type: none"> • Show each item and discuss its importance and use. |

Slide

Serving wine at table

Open and serve wine correctly, safely and without spillage

Discuss procedures for opening and pouring:

- White table wine
- Red table wine
- Sparkling wine



Slide 158

Slide No

Trainer Notes

158.

Class Activity – General Discussion and demonstration

- Discuss and demonstrate the steps for opening these different types of wine.

Slide

Serve after meal drinks

Speciality Coffees

- Various spirits and liqueurs can be combined with hot coffee and fresh double cream
- They make a dessert in its own right, to accompany a dessert or to conclude a meal



Slide 159

| Slide No | Trainer Notes |
|----------|--|
| 159. | Class Activity – General Discussion <ul style="list-style-type: none"> What types of specialist coffees do you know? What liqueur is in them? |

Slide

Serve after meal drinks

Techniques to make specialist coffee

- Ready the glass or mug
- Prepare good-quality, strong, black coffee
- Put 30 ml of the required spirit or liqueur into the glass/mug
- Add sugar if required
- Pour in coffee
- Stir to disperse liquor and/or melt sugar
- Float fresh cream on top
- Serve immediately



Slide 160

Slide No

Trainer Notes

160.

Class Activity – Explain the process

- Explain the steps associated with these different procedure
- If possible demonstrate to audience.

Slide

Serve after meal drinks

Spirits and liqueurs

In some cases customers may wish to have a spirit or liqueur at the end of a meal or to accompany a dessert.

These normally consist of:

- Cognac
- Armagnac
- Calvados
- Liqueurs
- Port



Slide 161

| Slide No | Trainer Notes |
|----------|---|
| 161. | Class Activity – Questions and Review beverage list <ul style="list-style-type: none"> • What is the difference between these types of beverages? • How are they served to the customer? |

Slide

Coordinate food and beverage service

Timing of beverage service

Serving drinks 'immediately' achieves the following quality factors:

- Maintenance of the service of beverages as they are intended to be
- Delivery of high levels of customer service



Slide 162

| Slide No | Trainer Notes |
|----------|---|
| 162. | Class Activity – Discussion <ul style="list-style-type: none"> • Maintenance of the service of beverages as they are intended to be. Customers get cold drinks that are cold and hot drinks that are hot • Delivery of high levels of customer service. Where the drinks are part of a takeaway service, a prime requirement for these takeaway customers is speed of service as well as taste, value for money etc. |

Slide

Coordinate food and beverage service

Synchronised food and beverage service situations

- In bar situations where snacks are provided with drinks
- Initial service of drinks should come quickly
- Refills of drinks to coincide with next food courses
- Coffees and cakes are often served together



Slide 163

| Slide No | Trainer Notes |
|----------|--|
| 163. | Class Activity – Discussion <ul style="list-style-type: none"> • Discuss these points. |

Slide

Coordinate food and beverage service

Synchronised food and beverage service situations

- ◉ Where beverages compliment the meal, such as:
 - Wines to accompany courses
 - Dessert wines or coffee that is served with dessert
 - Ports and cheese
 - Champagne and birthday cakes or other celebrations



Slide 164

Slide No

Trainer Notes

164.

Class Activity – Discussion

- Discuss these points.

Slide

Clear beverage items

Similar to the service of beverages, the timely clearance of both used and unused glasses is important.

- When should used glasses be cleared?
- When should unused glasses be cleared?
- What else should be cleared?



Slide 165

| Slide No | Trainer Notes |
|----------|---|
| 165. | Class Activity – Discussion <ul style="list-style-type: none"> • Discuss the questions in this slide. |

Slide

Element 7: Present account to guest



Slide 166

| Slide No | Trainer Notes |
|----------|---|
| 166. | <p>Introduce topic.</p> <p>Class Activity – General Discussion</p> <p>Ask general questions:</p> <ul style="list-style-type: none">• What are the steps associated with presenting and settling the customer account?• How can customers settle an account? |

Slide

Present account to guest

Performance Criteria for this Element are:

- Compile guest account ready for presentation ✓
- Present account to guest ✓
- Accept payment for account ✓
- Process payment of account ✓

Slide 167

| Slide No | Trainer Notes |
|----------|---------------|
|----------|---------------|

| | |
|------|---|
| 167. | Trainer identifies the Performance Criteria for this Element, as listed on the slide. |
|------|---|

Slide

Prepare customer accounts

Guidelines for preparing accounts:

- Understand operations and equipment
- Produce supporting documentation
- Post charges accurately and promptly
- Keep accounts updated
- Process when required



Ensure:

- Prompt processing
- Accuracy

Slide 168

Slide No

Trainer Notes

168.

Activity: Demonstration and explanation

Trainer to explain processes and guidelines to accurately process accounts.

Trainee, where applicable, to practice.

Slide

Present account to customer

Account folders:

- Used in a la carte restaurants
- Presented to customers at the table

Ensure:

- Account is correct
- Pen is provided
- Issued and collected in a prompt manner



Slide 169

| Slide No | Trainer Notes |
|----------|--|
| 169. | <p>Activity: Demonstration and explanation</p> <p>Trainer to explain the role of account folders when presenting accounts.</p> <p>Trainee, where applicable, to practice.</p> |

Slide

Accept payment for account

Secure money and documentation during trade

The following are helpful tips to employ to increase the security of cash and non-cash payments:

- Try not to share cash registers
- Never leave a cash register open when unattended
- Keep cash registers out of the reach of customers



Slide 170

| Slide No | Trainer Notes |
|----------|---|
| 170. | Class Activity – General Discussion <ul style="list-style-type: none"> • Explain the importance of these security measures. |

Slide

Accept payment for account

Secure money and documentation during trade

- Lock cash registers when not in use
- Keep the original note on display whilst a transaction is taking place
- Regularly store large notes under the cash till, out of display of customers
- Regularly arrange for cash registers to be cleared



Slide 171

| Slide No | Trainer Notes |
|----------|---|
| 171. | Class Activity – General Discussion <ul style="list-style-type: none"> • Explain the importance of these security measures. |

Slide

Process payment of account

Account settling options

- Paying cash
- Paying via credit card/EFTPOS
- Charge a house/VIP account
- Presenting voucher
- Other payment methods



Slide 172

| Slide No | Trainer Notes |
|----------|--|
| 172. | <p>Trainer identifies the ways in which an account can be paid for:</p> <ul style="list-style-type: none"> ● Cash ● Credit card – manual and electronic ● Using EFTPOS. Explain EFTPOS is 'Electronic Funds Transfer at Point of Sale' ● House/VIP account ● Presentation of voucher ● Payment by check – personal and traveller's check. <p>Activity – demonstration and practice (relates to next slides)</p> <p>Trainer notes these options may vary between properties.</p> <p>Trainer demonstrates processing of payment in the simulated restaurant using the above options.</p> <p>Trainees practice each processing payments using each listed option.</p> |

Slide

Process payment of account

When customers pay cash:

- Verify the amount tendered will cover the total of the account
- Thank customer
- Place cash on register shelf
- Register the sale
- Calculate and give change to customer
- Give receipt to customer
- Secure all money into register drawer



Slide 173

| Slide No | Trainer Notes |
|----------|---|
| 173. | Trainer identifies the procedure for accepting cash payments. Discuss points. |

Slide

Process payment of account

When customers pay via credit card or EFTPOS:

- Customer presents card
- Attendant processed card and amount into machine
- Customer enters password and gratuity
- Attendant obtains customer signature
- Attendant keeps signed copy and issues copy and receipt to customer



Slide 174

| Slide No | Trainer Notes |
|----------|--|
| 174. | Trainer identifies the procedure for accepting payments made by credit card or EFTPOS. Discuss points. |

Slide

Process payment of account

When customers charge to room/account

This allows customers to sign to an account. These accounts will be settled at a later date.

These accounts are normally used for:

- In-house guests
- VIP customers
- Functions
- Corporate events
- Management



Slide 175

| Slide No | Trainer Notes |
|----------|--|
| 175. | <p>Trainer identifies when customers may charge a house, room or VIP account.</p> <p>Discuss points and explain the processes used for handling house accounts.</p> |

Slide

Process payment of account

When customers pay by voucher

Some properties accept vouchers in full or part-payment for food and beverage items, services etc. purchased by the customer.

Consider:

- Value of voucher
- Conditions of voucher
- Expiry date



Slide 176

| Slide No | Trainer Notes |
|----------|---|
| 176. | <p>Trainer identifies when customers present vouchers as a form of account settlement.</p> <p>Discuss points and explain the processes used for handling vouchers.</p> |

Slide

Process payment of account

Process gratuities

Customers may leave a tip for service staff in appreciation of good service.

Tips are also known as 'gratuities'

Tipping options:

- Individual staff keep all tips they receive
- All tips are pooled into a central pool of money and then shared amongst all staff



Slide 177

| Slide No | Trainer Notes |
|----------|---|
| 177. | Trainer identifies how tips are handled and distributed in an outlet. |

Slide

Process payment of account

Issue change and receipts

As an ethical staff member it is important to:

- To charge the correct amount for a sale
- To return change automatically. It is at the discretion of the customer if a gratuity is given
- Provide a receipt and explanation of charges
- Remind customers to collect their change
- To accurately record all transactions and store money securely



Slide 178

| Slide No | Trainer Notes |
|----------|---|
| 178. | Trainer identifies how and demonstrates how to issue change and present receipts. |

Slide

Element 8:

Provide departure services



Slide 179

| Slide No | Trainer Notes |
|----------|---|
| 179. | <p>Introduce topic.</p> <p>Class Activity – General Discussion</p> <p>Ask general questions:</p> <ul style="list-style-type: none"> • What activities take place to assist the customer as they leave the establishment after their meal? |

Slide

Provide departure services

Performance Criteria for this Element are:

- Assist guest in leaving table ✓
- Provide end-of-service assistance, as required ✓
- Farewell guests ✓

Slide 180

| Slide No | Trainer Notes |
|----------|---------------|
|----------|---------------|

| | |
|------|---|
| 180. | Trainer identifies the Performance Criteria for this Element, as listed on the slide. |
|------|---|

Slide

Assist customers as they leave table

Providing assistance to customer leaving table

When customers are leaving the table a couple of things to remember include:

- Pull back chairs for customers
- Get wheelchairs or other aids as required
- Thank customer for their patronage
- Arrange any take-away containers
- Where permitted, place corks back in unfinished wine bottles for easier transportation for customer
- Arrange toothpicks



Slide 181

| Slide No | Trainer Notes |
|----------|--|
| 181. | Discussion Discuss the importance of these points. |

Slide

Assist customers as they leave table

Providing assistance to customer leaving table

- Remind customers to collect any bags, clothes and other personal items left on table, seat or floor
- Arrange balloons or gift packs or other children's gifts
- Help them with putting on coats and jackets
- Remind customer to collect change, credit card or receipt
- Escort the customers to the door



Slide 182

| Slide No | Trainer Notes |
|----------|---------------|
|----------|---------------|

| | |
|------|---|
| 182. | <p>Discussion</p> <p>Discuss the importance of these points.</p> |
|------|---|

Slide

Provide end of service assistance

Types of end of service assistance

- Obtaining a taxi or other transport for guests
- Retrieving items that have been placed into safe keeping
- Offering umbrellas
- Accompanying guests to cars
- Making reservations on their behalf
- Directing them to their next destination
- Offering a seat, paper or complimentary coffee while the weather clears



Slide 183

| Slide No | Trainer Notes |
|----------|--|
| 183. | Discussion Discuss the importance of these points. |

Slide

Farewell guests

Farewell Guests

- Walk them to door
- Re-booking
- Remind them not to forget belongings
- Get their coats or jackets
- Arrange take home 'left over' food
- Arrange taxi or transportation
- Walk them to transport (wet weather)
- Say goodbye



Slide 184

Slide No

Trainer Notes

184.

Class Activity – General Discussion and Demonstration

- Discuss the points in this slide including their importance.

Slide

Element 9:

Conduct shut down activities



Slide 185

| Slide No | Trainer Notes |
|----------|---|
| 185. | <p>Introduce topic.</p> <p>Class Activity – General Discussion</p> <p>Ask general questions:</p> <ul style="list-style-type: none"> • What activities are associated with the closing down of the outlet at the end of service? |

Slide

Conduct shut down activities

Performance Criteria for this Element are:

- Turn off electrical and service-related equipment, where appropriate ✓
- Remove used linen items for laundering ✓
- Store, stock and replenish, where necessary, for next service session ✓
- Dispose of waste ✓

Slide 186

Slide No

Trainer Notes

186.

Trainer identifies the Performance Criteria for this Element, as listed on the slide.

Slide

Conduct shut down activities

Performance Criteria for this Element are:

- Clear and clean service area and service items ✓
- Conduct session de-briefing ✓
- Conduct handover to incoming shift, where appropriate ✓

Slide 187

| Slide No | Trainer Notes |
|----------|---------------|
|----------|---------------|

| | |
|------|---|
| 187. | Trainer identifies the Performance Criteria for this Element, as listed on the slide. |
|------|---|

Slide

Preparing for the next shift

The procedures can include:

- Clearing, cleaning, tidying, dismantling equipment, storing furniture
- Turning various items of equipment off
- Ordering stock
- Stowing stock away
- Holding a debriefing session
- Handing over the room to the next shift



Slide 188

Slide No

Trainer Notes

188.

Activity: Questions and review of SOP's

- Trainer to discuss the activities associated under each point
- Review relevant SOPs.

Slide

Turn off and clean equipment

Equipment and other items that may require such attention includes are located in the following areas:

- Service areas
- Kitchen and food display areas
- Bars
- Front of house areas



Slide 189

| Slide No | Trainer Notes |
|----------|---|
| 189. | Activity: Questions and review of SOPs <ul style="list-style-type: none"> • Trainer to discuss the types of equipment to be cleaned in each of these areas • Review relevant SOPs. |

Slide

Remove used linen items for laundering

Collect, sort and count linen

Regardless of whether linen is owned or hired by the hotel it must be:

- Collected
- Sorted
- Checked
- Counted
- Separated
- Forwarded to the appropriate location



Slide 190

Slide No

Trainer Notes

190.

Discuss these steps when handling used linen items

Regardless of whether linen is owned or hired by the hotel it must be:

- Collected. They are normally collected and placed in one location, central to all tables
- Sorted into different types of linen including:
 - Napkins
 - Table linen
 - Service cloths
 - Cleaning cloths
- Checked. As part of the sorting process any linen deemed to be damaged or requiring special cleaning will be identified
- Counted. Once items have been separated by category, they must be counted to ensure that they are all there. It is quite common for some linen to be thrown away or used by staff for general cleaning
- Separated. Linen that is owned by the hotel must be separated from that which has been hired for the occasion
- Forwarded to the appropriate location – whether an internal laundry or a secure waiting area for external companies to collect.

Slide

Store and restock equipment

All storage must occur in accordance with establishment standards which may include:

- Ensuring staff and equipment safety
- Ensuring all items are cleaned before storage
- Ensuring that food-related items are protected from contamination
- Making sure items are returned to their nominated locations
- Checking individual items as part of the storage process



Slide 191

| Slide No | Trainer Notes |
|----------|--|
| 191. | Activity: Questions and review of SOPs <ul style="list-style-type: none"> • Trainer to discuss the equipment to be stored • Review relevant SOPs. |

Slide

Replenish items

- Condiments and sauces
- Cutlery
- Crockery
- Glassware
- Linen
- Salt and pepper shakers
- Drinking straw containers
- Tooth pick containers



Slide 192

Slide No

Trainer Notes

192.

Activity: Questions and review of SOPs

How often should these items be replenished?

Slide

Restock items

The requisition form

An internal stock ordering form that you fill in and give to the outlet supervisor or other nominated person.

It will identify:

- Person requesting the items
- Type of items needed
- Quantity
- Date



Slide 193

| Slide No | Trainer Notes |
|----------|--|
| 193. | Activity: Discussion Describe the steps associated with completing a requisition form. |

Slide

Restock items

Items to reorder

- What items do you need to reorder in a food and beverage outlet?
- What items differ between a restaurant and a bar?



Slide 194

| Slide No | Trainer Notes |
|----------|---------------|
|----------|---------------|

| | |
|------|--|
| 194. | |
|------|--|

Activity: Discussion

Discuss the questions in the slide.

Slide

Disposing of left over food

- Any food that has been on a customer's plate or in direct contact with a customer or staff member must be disposed of in the rubbish bin
- Food and beverage items on the buffet that have not been used can be stored for re-use depending on their freshness and level of exposure to contamination



Slide 195

| Slide No | Trainer Notes |
|----------|--|
| 195. | Class Activity – General Discussion and Demonstration <ul style="list-style-type: none"> What are other policies and procedures that may apply to leftover food? |

Slide

Disposing of left over food

Enterprise requirements

Options include:

- Throwing out all leftover food
- Items that are left over
- Requiring high cost items to be stored for later use but allowing low-cost items to be thrown out
- Separating disposables from food waste



Slide 196

Slide No

Trainer Notes

196.

Class Activity – General Discussion

Discuss the policies and procedures that may apply to leftover food:

- Throwing out all leftover food. Some properties have a standing rule that requires all leftover food to be disposed of
- Allowing staff to eat items that are left over. Some properties may allow staff to take leftover food home with them but this should not be expected. Check with your supervisor first
- Requiring high cost items to be stored for later use but allowing low-cost items to be thrown out. This may mean that meat dishes are saved while vegetables are discarded
- Separating disposables from food waste.

Slide

Disposing of items

Dispose of unused items

- In many cases there are unused items that can be reused. These include sugar packets, napkins and sealed condiments
- In addition cutlery, crockery and glassware untouched or unused by the customer may be reused without re-cleaning



Slide 197

| Slide No | Trainer Notes |
|----------|---|
| 197. | Trainer to explain the importance of correct disposal of unused items. Discuss points. |

Slide

Disposing of items

Dispose of disposables

Many outlets may have separate rubbish bins for the following items:

- General waste
- Vegetable or organic matter
- Recyclables
- Broken glass
- Oils and hot liquids



Slide 198

| Slide No | Trainer Notes |
|----------|---|
| 198. | <p>Trainer to explain the importance of correct disposal of disposables.</p> <p>Activity: Discussion</p> <p>a) How do you safely dispose of the following items:</p> <ul style="list-style-type: none"> • General waste • Vegetable or organic matter • Recyclables including paper, cardboard, glass and cartons • Broken glass. • Oils and hot liquids. |

Slide

Disposing of items

Dispose of recyclables

Recyclables are items that can be re-used again and are kept separate for collection.

Recyclables include:

- Paper
- Cardboard
- Glass
- Plastic
- Cans



Slide 199

| Slide No | Trainer Notes |
|----------|---|
| 199. | <p>Trainer to explain the importance of correct disposal of recyclables.</p> <p>Activity: Discussion</p> <p>How do you safely dispose of the following items?:</p> <ul style="list-style-type: none"> • Paper • Cardboard • Glass • Plastic • Cans. |

Slide

Disposing of items

Dispose of cleaning chemicals

There will be a need to dispose of cleaning chemicals when:

- Chemicals have become dated
- Containers have lost their labels and you don't know what's inside
- You decide to discontinue using a certain product



Slide 200

Slide No

Trainer Notes

200.

Class Activity – General Discussion

- What types of cleaning chemicals are used in a food and beverage outlet?

Slide

Maintain clean work area

Management and staff must:

- Regularly clean and maintain the premises
- Control pests and vermin
- Implement a daily cleaning schedule
- Maintain and clean equipment
- Maintain food or beverage preparation and service areas at the highest standard of hygiene



Slide 201

| Slide No | Trainer Notes |
|----------|---|
| 201. | Class Activity – General Discussion <ul style="list-style-type: none"> • Explain the importance of each step? • What existing policies and procedures support these steps? |

Slide

Cleaning

Glasses and glassware

- Empty glasses of all contents
- Load the glasses into a glass washing tray
- Wash the glasses in the machine when required or when the trays are full
- Take the glasses out of the machine and either allow to air dry or hand-polish
- Put the clean glasses in their nominated storage areas ready for use



Slide 202

| Slide No | Trainer Notes |
|----------|---|
| 202. | Class Activity – General Discussion and Demonstration <ul style="list-style-type: none"> ● Explain the importance of each step ● Trainer to demonstrate cleaning of glasses. |

Slide

Cleaning

Crockery and cutlery

- Remove visible food debris
- Rinse with warm water to remove loose dirt
- Wash with a detergent
- Rinse again to remove the detergent and debris
- Apply a sanitiser. Sanitisers are chemicals designed to kill bacteria
- Rinse to remove the sanitiser
- Allow to air dry



Slide 203

| Slide No | Trainer Notes |
|----------|--|
| 203. | Class Activity – General Discussion and Demonstration <ul style="list-style-type: none"> • Explain the importance of each step • Trainer to demonstrate cleaning of crockery and cutlery. |

Slide

Clearing and cleaning

Areas to be cleared and cleaned

Various areas in a restaurant need to be cleaned, cleared or dismantled at the end of service sessions including:

- Stripping tables
- Around the coffee machine
- The waiter's stations
- Laundry areas
- Kitchen food service area



Slide 204

| Slide No | Trainer Notes |
|----------|---|
| 204. | <p>Activity: Discussion</p> <p>Trainer to discuss areas to be cleared and cleaned.</p> <p>Some of those areas may include:</p> <ul style="list-style-type: none"> ● Stripping tables, including removal of all table items, and the tablecloth. Part of this process may include checking the seats of chairs to ensure they are clean and tidying the area immediately around each table. In some cases you may be required to put the chairs on the tables to facilitate a full clean of the floor by cleaners ● Around the coffee machine where coffee grounds and spillage are common, and there is normally a need to do a general 'clean and tidy'. Where required, replacements and top-up of items such as coffee, sugar, crockery etc. should occur ● The waiter's stations to clean and replenish supplies ● Laundry areas. In cases where service staff are responsible for laundering of the dining room/bar linen they may have basic cleaning and tidying responsibilities including checking levels of chemicals and linen supplies ● Kitchen food service area. The tasks here should be restricted to service-related activities such as re-filling condiments, tidying, replacing used items back into this area. |

Slide

Clearing and cleaning

Restroom facilities

- Checking to make no patrons remain in these areas after the premises have closed
- Checking to see if any items have been left there
- Checking to identify damage or cleaning needs
- Replenishment of toilet supplies



Slide 205

| Slide No | Trainer Notes |
|----------|--|
| 205. | Activity: Discussion Trainer to discuss SOP relating to clearing and cleaning restrooms. |

Slide

Clearing and cleaning

Furniture

- Relocating tables and chairs to their 'original' position
- Taking table tops off tables
- Removing extra chairs that have been brought in
- Removing high chairs



Slide 206

Slide No

Trainer Notes

206.

Activity: Discussion

Trainer to discuss SOP relating to clearing and cleaning furniture.

Slide

Clearing and cleaning

Other areas and items

- Fixtures and fittings
- Windows and doors
- All floor areas
- Displays
- Guest waiting area and reception
- Garbage area



Slide 207

| Slide No | Trainer Notes |
|----------|---|
| 207. | <p>Activity: Discussion</p> <p>Trainer to discuss SOP relating to clearing and cleaning other items.</p> <ul style="list-style-type: none"> • Fixtures and fittings. A check on these should be made which may include: <ul style="list-style-type: none"> ▪ Checking for damage ▪ Watering plants as required ▪ Clearing papers or rubbish and used glasses etc • Windows and doors – spot cleaning as required and checking to ensure they are closed and locked • All floor areas – picking up loose rubbish and checking to identify areas that require special attention • Displays – including restocking display items and securing items • Guest waiting area and reception – spot cleaning and tidying • Garbage area – removing garbage from internal rubbish bins and replacing bin liners. |

Slide

Storing cleaning equipment

- Stowing items neatly and tidily
- Checking the equipment for faults or damage
- Cleaning the equipment used
- Checking supply level of cleaning chemicals
- Checking supplies of cleaning materials



Slide 208

| Slide No | Trainer Notes |
|----------|---------------|
|----------|---------------|

| | |
|------|---|
| 208. | <p>Activity: Discussion</p> <p>Trainer to discuss SOP relating to cleaning and storing cleaning equipment.</p> |
|------|---|

Slide

Conduct session de-briefing

Prime concerns at this meeting should be:

- Communication between food and beverage staff
- Communication between food and kitchen staff
- Cooperation between staff in all food and beverage areas
- Integration of service between food and beverage staff



Slide 209

| Slide No | Trainer Notes |
|----------|---|
| 209. | <p>Activity: Discussion and questions</p> <p>Trainer to discuss importance of a review session/debrief session</p> <ul style="list-style-type: none"> ● What is the purpose of an evaluation session? ● Who is involved? ● When is it conducted? ● What should be discussed? |

Slide

Conduct session de-briefing

Purpose of a debrief session

- Congratulate staff on work that has been well done during service
- Highlight and lead discussion on problems and issues that arose
- Provide the staff with feedback from their perspective of how the session went
- Review the quality of service delivery provided



Slide 210

Slide No

Trainer Notes

210.

Activity: Discussion and questions

Trainer to discuss importance of a review session/debrief session

- What is the purpose of an evaluation session?
- Who is involved?
- When is it conducted?
- What should be discussed?

Slide

Review and evaluate services

Purpose of a debrief session

- Encourage staff to identify issues of concern to them
- Present issues and details of what can be expected in the next session
- Thank staff for their efforts and contribution



Slide 211

| Slide No | Trainer Notes |
|----------|---|
| 211. | Activity: Discussion Trainer to discuss importance of a review session/debrief session. |

Slide

Conduct a handover

Importance of a handover

- What is a handover?
- Why is it important to have a handover?
- What is discussed at a handover?



Slide 212

Slide No

Trainer Notes

212.

Trainer asks the audience regarding the concept of a 'handover'.

The trainer should ask the audience for generic feedback to help stimulate discussion.

Write answers down.

Slide

Conduct a handover

Importance of a handover

- The last function to be performed by the manager, supervisor or staff member responsible for the service period is to conduct a handover with the person responsible for the next service period
- It is vital that the new team receives all the necessary information that will affect their service period



Slide 213

| Slide No | Trainer Notes |
|----------|--|
| 213. | <p>Trainer to explain the purpose of a handover.</p> <p>Activity: Discussion</p> <ul style="list-style-type: none"> a) What is the purpose of a handover? b) Who participates in a handover? c) What information is communicated in a handover? |

Slide

Conduct a handover

Share valuable information

- Status of the customer's orders and service
- Availability of beverage products and supplies
- Changes or alterations to the menu
- Any customer complaints
- Roles for incoming staff members
- Information about specific pieces of equipment or utensils
- Discussing financial transactions



Slide 214

| Slide No | Trainer Notes |
|----------|---|
| 214. | Trainer to explain the importance of sharing information at a handover. |

Slide

Revision and Assessments

It is now time to complete any:

- Revision
- Activities
- Assessments



Slide 215

| Slide No | Trainer Notes |
|----------|---|
| 215. | Class Activity – Revision and Assessments <ul style="list-style-type: none"> • Explain Revision and Assessments • Trainer to give audience time to undertake Revision and Assessments. |

Slide

Finish:
Thank you!



Slide 216

| Slide No | Trainer Notes |
|----------|---------------|
|----------|---------------|

| | |
|------|--|
| 216. | |
|------|--|

| | |
|--|---|
| | This is the conclusion of the subject. |
|--|---|

| | |
|--|---|
| | Thank the audience and deliver assessments as required. |
|--|---|

Recommended training equipment

Bar equipment

Cash register

Chemicals – various for cleaning

Communication documents used in workplace

Coffee machine

Computer with internet and email access

Crockery

Cutlery

Dietary informational charts

Electronic ordering devices

Examples of food and beverage

Food and beverage DVD's

Glassware

Gueridon Trolleys

Heat lamps

Job descriptions – for all F&B positions

Locations – including access to restaurants, kitchens and bars

Menus – food and beverage

Note and order pads and pens

Service equipment and utensils

Service cloths

Standard Operating Procedures (SOP's)

Waiter's friend

Wine bucket

Instructions for Trainers for using PowerPoint – Presenter View

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

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

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

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

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

Note:

In Presenter View:

You see your notes and have full control of the presentation

Your trainees only see the slide projected on to the screen

More Information

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

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

Note Regarding Currency of URLs

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

Appendix – ASEAN acronyms

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

