



HOSPITALITY INDUSTRY

Teacher's Guide



HOSPITALITY INDUSTRY

Support resources for Hospitality training.

As a precursor to undertaking Hospitality training, Fliplets eLearning resources introduce students to the operations and terminology used in kitchens in the hospitality industry. Fliplets were initially developed for Aboriginal and Torres Strait Islander students in remote locations but will also have value for students in other contexts. This resource will be valuable both for students undertaking specific vocational learning and those interested in the food preparation and hospitality aspects of Technologies and Work Studies subjects of the Australian Curriculum.

RECOMMENDATION

It is recommended that students examine the 'Fliplet' several times prior to commencement of training, this gives the student basic underpinning knowledge of the subject being taught by the teacher / trainer. Once this has been done it is time for you to begin facilitation of the students learning. It is suggested that you use the recommended activities, questions or group discussions outlined at the end of each topic to develop and test the students understanding of the information in the 'Fliplet'.



OVERVIEW

This resource is designed to assist students in gaining an understanding of the relevant information required to work in the hospitality industry. It outlines the following topics specifically:

1. Range of Establishments
2. Key Departments
3. Departments working together
4. Skills for Hospitality Industry
5. Front-of-house jobs
6. The kitchen brigade
7. Apprentice chef
8. Develop and update local knowledge
9. Working Conditions
10. Links with other industries
11. Environmental Issues

1

RANGE OF ESTABLISHMENTS

Refer pages 3 – 4 of 'Fliplet'



Outline

- Talks about the different types of establishments you will find in the hospitality industry, including commercial and non commercial.

Suggested Activities

QUESTIONS:

1. What is the difference between commercial and non commercial establishments?
2. Name the establishments in your area and list whether they are they non-commercial or commercial establishments.

ANSWERS:

1. Commercial establishments aim to make a profit and non-commercial establishments provide a service to the community.
2. Examples only,
Non commercial - school canteen, aged-care facilities, hospitals, community/ local store.
Commercial - cafes, pubs, restaurants, hotels.

2

KEY DEPARTMENTS

Refer pages 5 – 6 of 'Fliplet'



Outlines

- Outlines the key departments found in a large or small establishment and how they have to communicate and cooperate with each other for the smooth running of the business and customer satisfaction.

Suggested Activities

GROUP DISCUSSIONS:

Discuss the different departments in a large establishment and what are areas responsible for?

ANSWERS:

Maintenance department – tend to the garden and make repairs

Housekeeping - look after the cleaning of rooms, laundry and repair to uniforms.

Kitchen – tends to the preparation of food for all outlets.

Management- day to day running of the establishment along with marketing, human resources and establishment of OH&S policies.

Food and beverage – look after the set and running of the bar, restaurant functions and take booking.

3

DEPARTMENTS WORKING TOGETHER.

Refer pages 7 - 10 of 'Fliplet'



Outline

- Discusses and goes through a scenario about the departments working together to have a successful promotion- Valentine's Day.
- VIDEO – p 10 - Animation goes through the different departments working together and discussing the organisation of the valentine's day promotion

Suggested Activities

GROUP DISCUSSION:

1. In the a scenario it showed how the different departments worked together to have a successful promotion, discuss what could have gone wrong if one of the departments had not cooperated or worked with the other teams ?

4

SKILLS FOR HOSPITALITY INDUSTRY

Refer pages 11 - 12 of 'Fliplet'



Outline

- Examines the different types of jobs in the hospitality industry and key skills required for being an effective and efficient employee.
- VIDEO – p 12 – Tips for working in the hospitality industry.

Suggested Activities

QUESTION:

1. List the key generic skills required for working in the hospitality industry?

ANSWER:

1. Good communication skills, strong customer focus, neat and tidy presentation, organizational and time management skills, ability to work in a team, ability to work under pressure, good technical skills and knowledge.

ROLE PLAY:

Divide the class into customers and employees. Provide the customers with a situation on a cue card (for example, a customer has arrived to a dirty hotel room), the employee then has to respond and address the customers inquiry, complaint, or compliment.

REMEMBER – Customers are always right and treat all customers how you would like to be treated yourself. PRACTICE – confident posture, smiling and positive language.

5

FRONT-OF-HOUSE JOBS

Refer pages 13 - 14 of 'Fliplet'



Outline

- Assesses the different front-of-house jobs in the hospitality industry this includes front office/ reservation, housekeeping, food and beverage, security, cookery/ catering and other miscellaneous jobs.

Suggested Activities

QUESTION:

1. List the four main types of front-of-house jobs and provide an example of each along with a brief job description.

ANSWER:

1. Front Office/ Reservation – receptionist – take bookings, greet customers, provide customer information, ensure all charges are paid for.
Housekeeping – cleaner – ensure all areas are kept clean and tidy.
Food and Beverage – waiter – responsible for all food and beverage areas within the establishment.
Security – guard – responsible for protecting customers, staff and assets of the establishment.

6

THE KITCHEN BRIGADE

Refer pages 15 – 18 of 'Fliplet'



Outline

- Explains the hierarchy in a commercial kitchen, skills and knowledge required and different levels of chef beginning at an apprentice and working towards a head chef or chef de cuisine.

Suggested Activities

QUESTIONS:

- 1 Who is in charge of a kitchen and what are his/ her main responsibilities?
- 2 If you were to work in a large kitchen what section would you like to work in?

ANSWERS:

1. Chef de Cuisine or Head Chef – they write menus, order food items, complete rosters, organise staff and cook food.
2. Examples might include – Chef Saucier (Sauce Cook), Chef Rôtisseur (Roast Cook), Chef Poissonnier (Fish Cook), Chef Garde Manager (Larder Cook) or a Chef Pâtissier (Pastry Cook).

7

APPRENTICE CHEF

Refer pages 19 - 20 of 'Fliplet'



Outline

- VIDEO – p 20 – Looks at world class restaurants and their apprentice chef program.

Suggested Activities

VIEW:

Access the moodle page and allow students to view the interview with the Indigenous apprentice chef.

8

DEVELOP AND UPDATE LOCAL KNOWLEDGE

Refer pages 21 - 24 of 'Fliplet'



Outline

- Discusses the importance of networking and communicating with locals to find out what produce is produced in the region you work. This is referred to as regional cuisine.
- VIDEO – p 24 – introduces students to people who are passionate about using local produce.

Suggested Activities

GROUP DISCUSSION:

1. List the food products available in your local region.

ACTIVITY:

1. Using the internet, magazines or cook books, find a recipe using these local products and perhaps try making it.

9

WORKING CONDITIONS

Refer pages 25 - 26 of 'Fliplet'



Outline

- Discusses employment conditions in the hospitality industry and the legislative impacts on employment.
- VIDEO – p 26 – outlines everyone's rights at work.

Suggested Activities

RESEARCH ACTIVITIES:

You have decided to work in the hospitality industry. What traineeships/ apprenticeships are available and what training might you require? <http://www.australianapprenticeships.gov.au/>

Research the fair pay entitlements when working as either a chef or waiter. Record the base wage, any penalties that may apply, leave loadings and other allowances. Students will need to use the internet and look up the following web address (<http://www.fairwork.gov.au/Pages/default.aspx> for NT) and follow these instructions. Go to AWARD FINDER tab, type in NT, Accommodation and food, Code input is MA - Modern Award, information should come up.

Other states you may need to access alternate web addresses, for example, www.industrialrelations.nsw.gov.au for NSW.

10

LINKS WITH OTHER INDUSTRIES

Refer pages 27 - 30 of 'Fliplet'



Outline

- Looks at the links between the hospitality industry and other related industries that support and/or supply the hospitality industry.
- Provides an activity where a couple takes a journey to Darwin visiting Kakadu National Park and the various businesses that they make use of on their journey.

Suggested Activities

GROUP DISCUSSIONS:

1. Choose a local hospitality business in your area and brainstorm the links to other industries that support or use it?
2. How many people may be employed directly or indirectly through this hospitality business?

11

ENVIRONMENTAL ISSUES

Refer pages 31 - 34 of 'Fliplet'



Outline

- Outlines environmental impacts of the hospitality industry.
- VIDEO – p 34 – looks at a restaurant that is looking after the environment by composting and recycling.

Suggested Activities

GROUP ACTIVITY:

Establish a system associated with your training kitchen that helps to reduce your environmental impact. Suggestions are as follows:

- Develop specific signage to remind people to turn off the lights, gas and power when not in use.
- Start a recycling area to process all cardboards, tins, plastic bottles and glass.
- Start a compost bin to dispose of all appropriate food scraps.
- Identify the chemicals you use in the kitchen and find environmental friendly alternatives you might be able to use.

12

REVIEW

Refer pages 35 - 36 of 'Fliplet'



Outline

➤ Review all aspects that have been covered in the 'Fliplet'.

1. Range of Establishments
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13

QUIZ

Refer pages 37 - 38 of 'Fliplet'



- Students will need to either, tick the correct box or drag and drop into correct place.

Questions / Answers

Activity 1:

I've just started in the trade and will learn all skills required in the kitchen. What am I?

Apprentice Chef

Activity 2:

Who is responsible for what?

From left

Housekeeping - Making up rooms

Security - CCTV (safety video camera) room

Front Office/ Reservation - Greeting guests

Activity 3:

















What links to other industries could you find in Kakadu National Park?

1. **Boat Operator**
2. **Cafe**

14

GLOSSARY

Refer pages 39 - 40 of 'Fliplet'

HOSPITALITY INDUSTRY		
GLOSSARY TERM	Picture	Audio
Hospitality Industry		
Eco tourism		
Tourism		
Front of House		
Back of House		
Department		
Establishment / business		
Resort		

- These have key words from this Fliplet in the written word, a picture format and audio format. This is so the students can practice identification and pronunciation of the key words.

15

RESOURCE SUGGESTIONS / WEBSITES

Resource

Make flash cards of signs found in the kitchen and have the students either in groups or pairs, take turns in identifying what they mean. You could divide the class into teams and make a game out of it with a reward at the end for the most correct answers.

ACTIVITY:

Discuss with students and help them to find a career goal then using the internet and the following web sites get them to:

- Map a career path of how to get there including training.
- List 5 positions within the Hospitality Industry which would enable them to achieve their career goal.
- Write a brief job description of the duties each role would entail and research the internet to find out the award for each role including Wages and Leave entitlements.

This website looks at the different jobs in the kitchen

http://www.cookeryindia.com/students/fp/kitchen_org.html

Restaurant and Caters Association. <http://www.rcnsw.asn.au/>

NSW Office of Industrial Relations State award wages and work conditions Awards:

<http://www.industrialrelations.nsw.gov.au>

Wagenet: Federal Government web site re: awards etc <http://www.wagenet.gov.au>

WEBSITES

(Online resources were current at time of writing; if web pages are no longer current search alternate web sites?)

Discrimination etc <http://www.industrialrelations.nsw.gov.au/workplace/index.html>

Work Cover NSW <http://www.workcover.nsw.gov.au>

Consumer Protection <http://www.fairtrading.nsw.gov.au/>

Equal Employment Opportunity <http://www.eeo.nsw.gov.au/>

Anti-Discrimination <http://www.lawlink.nsw.gov.au/>

NOTES

