Maintain hospitality industry knowledge

D1.HRS.CL1.08
D1.HOT.CL1.08

Trainer Guide

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Project Base

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Acknowledgements

The Association of Southeast Asian Nations (ASEAN) was established on 8 August 1967. The Member States of the Association are Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Viet Nam.

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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 topi. 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 memorize 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 energizing 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 internalize 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: MAINTAIN HOSPITALITY INDUSTRY KNOWLEDGE	NOMINAL HOURS: 20
UNIT NUMBER: D1.HRSCL1.08 D1.HOT.CL1.08	

UNIT DESCRIPTOR: This unit deals with the skills and knowledge required to maintain hospitality industry knowledge in a range of settings in a range of settings within the in the hotel and travel industries workplace context.

ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
Element 1: Seek *information* on the hospitality industry **1.1** Identify and access *sources of information* on the hotel and travel industries, appropriately and correctly **1.2** Obtain information on the hotel and travel industries to assist effective work performance within the industries **1.3** Access and update specific information on relevant sector(s) of work **1.4** Use knowledge of the hotel and travel industries in the correct context to enhance quality of work performance **1.5** Obtain information on *other industries* to enhance quality of work performance	**Unit Variables** 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 . This unit applies to maintaining hospitality industry knowledge within the labour divisions of the hotel and travel industries and may include: 1. Front Office 2. Housekeeping 3. Food and Beverage Service 4. Food Production *Information* may relate to: • Different sectors of the hospitality industry, their inter-relationships and the services available in each sector • Relationships between tourism and hospitality • Relationships between the hospitality industry and other industries • Industry working conditions

Element 2: Source and apply information on legal and ethical issues for the hospitality industry	• Environmental issues and requirements
2.1 Obtain information on *legal issues* and *ethical issues* to assist effective work performance	• Industrial relations issues and major organisations
	• Career opportunities within the industry
2.2 Conduct day-to-day hospitality industry activities in accordance with legal obligations and ethical industry practices	• The work ethic required to work in the industry
	• Industry expectations of staff
	• Quality assurance.
Element 3: Update hospitality industry knowledge	*Sources of information* may include:
3.1 Identify and use a range of opportunities to update general knowledge of the hotel and travel industries	• Media
	• Reference books
	• Libraries
3.2 Monitor current *issues of concern* to the industries	• Unions
	• Industry associations
3.3 Share updated knowledge with customers and colleagues as appropriate and incorporate this knowledge into day-to-day work activities	• Industry journals
	• Internet
	• Information services
	• Personal observation and experience
	• Colleagues, supervisors and managers
	• Industry contacts, mentors and advisors.

Other industries may include:

- Entertainment

- Food production

- Wine production

- Recreation

- Meetings and events

- Retail.

Legal issues which impact on the industry include:

- Consumer protection

- Duty of care

- Equal employment opportunity

- Anti-discrimination

- Workplace relations

- Child sex tourism.

Ethical issues impacting on the hotel and travel industries may relate to:

- Confidentiality

- Commission procedures

- Overbooking

- Pricing

- Tipping

- Familiarizations

- Gifts and services free of charge

- Product recommendations.

Issues of concern to the hotel and travel industries may be related to:

- Government initiatives

- Emerging markets

- Environmental and social issues

- Labour issues

- Industry expansion or retraction.

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Knowledge of the different sectors of the hospitality industry and their inter-relationships, including a general knowledge of the role and function of the following: food and beverage, front office, food production/kitchen operations, housekeeping, travel agencies and tour operations

- Knowledge of quality assurance, quality activities and continuous improvement in the hotel and travel industries and the role of individual staff members within the total quality process

- Ability to source industry information sources

- Ability to undertake basic research

- Ability to identify relevant information

- Knowledge of the role of trade unions and employer groups in the industry

- Knowledge of the environmental responsibilities of the industry, including waste minimization and recycling

- Knowledge of the legislation, regulations and guidelines that apply to the hotel and travel industries, including the main objectives, requirements and impact on individual staff.

Linkages To Other Units

This is a core unit that underpins effective performance in all other units; combined training and assessment may be appropriate.

Critical Aspects of Assessment

Evidence of the following is essential:

- Ability to source industry information

- Knowledge of the hospitality industry, including main roles, functions and inter-relationships of different sectors, with a more detailed knowledge of issues which relate to a specific sector or workplace.

Context of Assessment

This unit may be assessed on or off the job:

- Assessment should include practical demonstration either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge

- Assessment must relate to the individual's work area or area of responsibility.

Resource Implications

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

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

- Case studies

- Observation of practical candidate performance

- Oral and written questions

- Portfolio evidence

- Problem solving

- Role plays

- Third party reports completed by a supervisor

- Project and assignment work.

Key Competencies in this Unit		
Level 1 = competence to undertake tasks effectively		
Level 2 = competence to manage tasks		
Level 3 = competence to use concepts for evaluating		
Key Competencies	**Level**	**Examples**
Collecting, organizing and analysing information	2	Decide whether to join an industry association based on promotional materials
Communicating ideas and information	1	Liaise with colleagues from other industry sectors to meet a particular customer request
Planning and organizing activities	1	Organize a personal program of professional development activities for the upcoming year
Working with others and in teams	1	Discuss industry events with colleagues; share travel and hotel industry knowledge with colleagues
Using Mathematical ideas and techniques	0	
Solving problems	0	
Using technology	1	Use the internet to source information on the travel and hotel industries

Notes and PowerPoint slides

Slide

Slide No	Trainer Notes
1.	**Trainer welcomes trainees to class.**

Slide

Slide No	Trainer Notes
2.	Trainer advises trainees this Unit comprises three Elements, as listed on the slide explaining: • 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.	Trainer advises trainees 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. Trainer indicates to trainees the methods of assessment that will be applied to them for this Unit.

Slide

Slide No	Trainer Notes
4.	Trainer identifies for trainees the Performance Criteria for this Element, as listed on the slide.

Slide

Seek information on the hospitality industry

- ⦿ Use knowledge of the hotel & travel industries in the correct context to enhance quality of work performance

- ⦿ Obtain information on other industries to enhance quality of work performance.

Slide 5

Slide No	Trainer Notes
5.	Trainer continues to identify for trainees the Performance Criteria for this Element, as listed on the slide.
	Class Activity – General Discussion
	Trainer leads a general class discussion on seeking hospitality industry information asking questions such as:
	• Why is there a need for workers to have industry knowledge?
	• What are examples of industry knowledge?
	• How can this knowledge be used in the workplace?
	• Where can industry information be sourced?
	• What experience do you have with identifying, sourcing and using industry information in your workplace role?

Slide

Slide No	Trainer Notes
6.	Trainer explains to trainees industry knowledge is a vital pre-requisite for effective workplace performance identifying there are many reasons they should develop excellent levels of industry knowledge:
	• Talk to customers – about industry-specific events, trends and happenings
	• Plan a career – as opportunities present themselves
	• Know when there is a need for personal updating of training – of knowledge and skills in-line with changes in legislation, equipment, technology, trends and industry best practice.

Slide

Identify & access sources of information on the industry

- Cultivate and maintain a professional interest in work
- Communicate effectively
- Learn new techniques
- Integrate fresh knowledge and skills into workplace
- Develop a broader appreciation of the industry.

Slide 7

Slide No	Trainer Notes
7.	Trainer continues to explain to trainees why industry knowledge is important:

- Cultivate and maintain a professional interest – in what is truly a profession and deserves this level of attention
- Communicate effectively – with colleagues and management who have themselves kept up-to-date
- Learn new techniques and integrate fresh knowledge and skills into everyday workplace practice – to enhance service delivery to customers and optimise their experience
- Develop a broader appreciation of the industry – so work can be placed into a better context.

Class Activity – Guest Speaker

Trainer arranges for an experienced industry person to attend and talk to trainees about:

- The important of industry knowledge
- Their definition of what 'industry knowledge' is (what it encompasses)
- How they ensure they are up-to-date with industry knowledge
- How they make sure their staff have the necessary industry knowledge
- Examples of how high levels of industry knowledge have benefited the venue and the customers
- Names of sources of information they use to capture industry knowledge.

Slide

Identify & access sources of information on the industry

Sources to help develop industry knowledge:

- Written materials:
  - Reference books & guidebooks
  - Trade magazines & newspapers
  - Libraries
  - Newsletters
  - Brochures & advertisements
  - Telephone book.

Slide 8

Slide No	Trainer Notes
8.	Trainer states to trainees there are *many* sources of information they can use to gain industry knowledge explaining some of these are generic in nature and others are specific to the industry.
	Trainer indicates options include:
	• Written materials, such as:
	• Reference books – on all manner of subjects such as travel options, destinations and attractions, cooking, mixing cocktails, housekeeping, management and all operational topics: these are readily available through retail bookshops or libraries
	• Guidebooks – numerous guidebooks exist on every major tourist region. While these are often read by tourists to help them obtain a 'feel' for the country they are visiting, they can also be useful to staff working in those countries as a reference and resource. Many guidebooks are available online as free downloads, or can be purchased online or from retail bookshops. For professionals in the tourist industry it is always worthwhile to get an idea of what tourists expect when they visit us, so obtaining a few of these guides and browsing through them can be a very educational and rewarding experience.
	• Trade magazines – which may be purchased from newsagents or obtained via subscription

- Newspapers – many large circulation newspapers feature some aspect of the hospitality or travel and tourism industries on a regular basis – these features can included food, travel and attractions reviews; industry movements (of staff between different employers), travel articles about destinations, issues of interest . Find out the days these features appear and take the time to read them

- Libraries – public libraries and training institute libraries are a great source of free material. The local library should be visited and its contents viewed. Libraries can usually also arrange inter-library loans

- Newsletters – these usually come in electronic form and are mostly free of charge. They are often produced by industry suppliers or support services and government agencies and made available as a marketing or communication tool – they commonly contain a significant advertising component (which in itself can be useful), but they also can contain many useful items that can be readily applied in working life.

- Brochures, price lists, schedules – most venues, attractions, suppliers and service support industries provide some form of printed material to assist with learning about their:
  - Products and services
  - Contact details for their business, including hours of operation
  - Prices
  - Terms of trade

- Advertisements – whether in the newspaper or in other formats (TV, flyers) these are an excellent source of information about new products and services, changes to existing products, prices, special deals and offers

- Local telephone book – this is a good source of basic information especially where the business, venue, body or organisation has a display advertisement to explain what they have to offer.

Class Activity – Review of Written Materials

Trainer assembles a variety of written materials (as outlines on the slide) that can be used by trainees to develop industry knowledge, and:

- Distributes materials to trainees for their consideration/to look through

- Discusses the relative merits of each sample item

- Identifies the type of information each item presents

- Identifies how/where each item was obtained.

Trainer should allow 1 hour for trainees to read through these items.

Slide

Slide No	Trainer Notes
9.	Trainer continues to identify options for capturing industry knowledge suggesting the local Visitor Information Centre is a valuable resource explaining:
	• They are an excellent source of information and should be one of the first places visited to obtain local information – they have already dome most of the work in compiling and assembling local information
	• Trainees should visit the local centre to see what is available – and to view the facilities available, the displays on show and obtain a first-hand experience of the ambience and what the centre has to offer
	• Trainees need to introduce themselves to management at the centre or to the staff working in the centre – to create a personal relationship with the centre, and to facilitate the use of the centre for obtaining materials and local knowledge
	• They should obtain *multiple copies* of the materials (brochures, flyers, maps) – for distribution to other staff, and to give to visitors.

	Class Activity – Excursion Trainer arranges a visit to the local Visitor Information Centre to: • View facilities • Obtain sample materials • Establish a contact person • Meet and talk to staff about: ▪ Important local dates, celebrations, festivals, events ▪ How to promote the local area ▪ How to source local information ▪ Benefits of providing visitors with local information ▪ How venues can obtain copies of materials promoting local information and how they can identify when existing materials are up-dated and need to be replaced.

Slide

Slide No	Trainer Notes
10.	Trainer continues to identify options for capturing industry knowledge identifying the internet as a useful tool:
	• Register to receive regular newsletters, up-dates and alerts – from relevant websites to assist in the development and up-dating of local knowledge and information
	• Identify other web pages that may be useful – depending on the type of venue, region the trainees are working in.

Slide

Identify & access sources of information on the industry

'Bookmark' relevant sites for your area in relation to:

- ◉ **Suppliers**
- ◉ **Industry associations**
- ◉ **Government bodies**
- ◉ **Specific venues**
- ◉ **Conferences & seminars**
- ◉ **Product launches.**

Slide 11

Slide No	Trainer Notes
11.	Trainer continues to talk to trainees about using the internet as a source of industry information trainees suggesting they undertake internet research and 'Bookmark' relevant sites to facilitate future visits on that site, suggesting research should be done regarding: • Suppliers – food, beverages, other supplies, equipment, tour operators, travel agencies • Industry associations – the industry representative bodies or peak agencies who represent the industry to government, the media, unions and other interested/allied parties • Government bodies – such as liquor, gaming, food safety, occupational health and safety, tobacco, industrial relations, business operation, taxation sites • Specific venues – these should be properties similar trainee workplaces so they can compare what similar venues advertise, offer, do • Conferences and seminars: ▪ Trainees should attend these whenever possible, and make an effort to attend a major one at least every two years (either nationally or internationally) ▪ They should let their employer know they are interested in attending and actively seek out events coming up

- Conferences and seminars are extremely useful because they are:
  - A great source of industry contacts – it is beneficial to begin 'networking' as soon as possible
  - Good sources of new ideas, new products and new industry thinking
  - A good opportunity to share and test ideas – with others in the industry
- If trainees cannot attend them, they should make sure they read about them in trade magazines or make contact with someone who has attended and talk to them about their experience and what they found out
- Product launches:
  - As trainees are already working in the industry they are in a good position to attend many of these because they will find out about them more so than people who do not work in the industry
  - Sales representatives may give invitations to launches, or invitations may be given to all staff in a workplace
  - These events are (again) good networking opportunities and they also provide product knowledge about the product being launched/re-launched.

Classroom Activity – Internet research

Trainer arranges for trainees to have internet access and asks them to:

- Research their industry and identify websites in relation to the categories presented on the slide
- Obtain downloads and hard copies of relevant information
- Create a list of useful and important websites for sharing and future reference
- Register to receive relevant newsletters and E-mags.

Slide

Slide No	Trainer Notes

12.	Trainer continues to present to trainees possible industry information sources they can use to gain industry knowledge:
	
	• Industry associations:
	  ▪ Industry associations are bodies organisations and their staff can elect to join – they serve specific industry sectors and provide businesses with a variety of services which can include:
	    – Representing the industry – this means they act as an industry voice to unions, the media, and government
	    – Legal advice – about industrial relations issues, occupational health and safety
	    – Training – to management and operational staff
	    – Industry standards or benchmarks – which member bodies can elect to implement as their standard practice
	    – Cost savings – by virtue of establishing for their members a range of discount rates for products and services from industry suppliers
	    – Market research data – through undertaking ongoing market research into issues of interest to members
	• Industry unions:
	  ▪ In the same way industry associations represent the interests of employers, unions represent the interests of employees
	  ▪ Joining a union is voluntary and all employees have a right to do so if they wish

- Unions can be an excellent source of information about job vacancies, work obligations and entitlements
- Talking to colleagues, supervisors and managers:
  - These people should be first-line sources of information. Trainees should feel free to ask them questions whenever they need to find information – it is important they get to know them and actively seek out their opinions, experiences, views
  - Colleagues, supervisors and managers can help them find out what is happening in the workplace and in the wider industry, the direction the business is taking, what they think of the industry and its various stakeholders, and what they intend doing personally in terms of career moves
  - Talking to these people demonstrates interest in the industry and the more conversations trainees have with these people, the easier it will become to ask them subsequent questions
- 'Networking':
  - Trainer states to develop a useful and representative network of contacts trainees will need to make deliberate attempts to target and talk to people they respect within the industry (including owners, workers, managers and others). Keys in effective networking are:
    - Be known and visible – keep 'in the loop' which means:
      - Make contact with network members when something new is identified they might need to know – this highlights the two-way nature of the concept of networking
      - Occasionally contact them just to 'stay in touch' even when there is nothing specific to pass on to them – often they remember something they need to pass on, and the contact demonstrates the value placed on the person as a network member.

Class Activity – Group Discussion

Trainer leads discussion asking trainees questions such as:

- Who might you include in your industry network of contacts?
- Why would you include these people?
- How would you go about establishing the contact?
- Talking to 'reps':
  - Reps are Sales representatives (known also as 'sales reps') who visit the business to take orders for stock and for PR purposes. These PR calls are courtesy visits where they do not actively ask for an order but simply call in and 'have a chat'
  - Talking to reps can be useful in finding out what is happening at other venues, trends in the industry, new releases, potential stock outages of products they sell, and impending price rises
  - Reps are an excellent source of information, certainly about their product, but also about the industry in general because they visit so many properties and speak to so many staff
- Asking someone to be a mentor:
  - This is a really big step, but certainly worthwhile

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- ▪ Asking a person to be a mentor means someone is asked – within or external to the workplace – to spend time every week or so (half-an-hour would be a good start) talking about the industry in general and obtaining their views, opinions, experiences
- ▪ Make the mentor someone who is respected and make sure they have had substantial experience in the business
- ▪ Asking a person to be a mentor is a compliment to them and demonstrates a serious orientation to work.

- Using information services:
  - ▪ Many commercial services are fee-for-service – that is, payment is required for information
  - ▪ Some industry bodies provide an information service
  - ▪ Information can relate to:
    - – Changes in legislation
    - – Industry trends
    - – Reasons for people visiting the region
    - – Sources of inbound tourists
    - – Spending patterns
    - – Popular products and services
    - – New or emerging technology
  - ▪ Most government information are free (but not always so) and can include:
    - – E-newsletters – newsletters sent via e-mail
    - – Fact Sheets
    - – Updates
    - – Guides
    - – Information Sheets
    - – Over-the-phone advice from inspectors, field officers or other appropriate personnel within the agency.

Class Activity – Guest Speaker

Trainer arranges for an industry sales representative to visit and talk to trainees about:

- Their role
- Why they call on businesses
- Frequency of calls.

What they can share with staff about the industry and other venues.

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Slide

Slide No	Trainer Notes
13.	Trainer highlights to trainees it is not sufficient for them to 'work in the industry' – they must 'work effectively' and obtaining and using the correct information is the basis of this effectiveness.
	Trainer states to trainees obtaining industry information is a matter of applying themselves proactively to sources already identified as useful sources of industry information, explaining in practice this can mean:
	• Subscribing to, and reading, industry magazines, newsletters, updates
	• Picking and reading through the local and city newspapers – especially those sections that carry articles on hospitality, tourism, and events
	• Getting on Internet e-mail lists and receiving newsletters and updates from the vast number of relevant industry government agencies, suppliers or support services
	• Joining the local union or industry association to receive regular material – and taking an active interest in the issues that are foremost in their minds
	• Reading books on the relevant industry sector – aim to read widely and include biographies of industry people, management texts, practical hands-on reference material and general literature on diverse industry topics
	• Getting out and having a look around to see what's happening, what people are doing, what the competition is doing, and what people are doing and saying.

Slide

Obtain information on the industry to assist with work performance

The industry comprises:

⊙ 'For profit' organisations'

  and

⊙ 'Not for profit' organisations.

Slide 14

Slide No	Trainer Notes
14.	Trainer explains to trainees the industry is comprised of:
	• 'For profit' organisations:
	▪ Commercial premises aiming to achieve profit and a return on investment
	▪ Comprising hotels, clubs, restaurants, bars, venues and attractions
	▪ Most industry businesses are 'for profit'
	• 'Not for profit' organisations:
	▪ Do not seek to make a loss
	▪ A primary aim is to break even rather than make a profit
	▪ Their focus is provision of a service and products as opposed to meeting commercial imperatives
	▪ May be charitable organisations, or subsidised canteens within workplaces or factories.

Slide

Slide No	Trainer Notes
15.	Trainer identifies the hospitality industry is often called the Tourism and Hospitality Industry and comprises:
	• Restaurants and cafes
	• Hotels
	• Clubs
	• Meetings and events – MICE
	• Tours operators
	• Tours guides.
	Trainer explains:
	• Most commercial operators are small-medium enterprises (SMEs).
	• The word' sector' as it is applied to the industry can be subject to liberal interpretation and can refer to:
	▪ Individual types of businesses – restaurants, hotels, clubs
	▪ Generic services provided – meetings, events, tour operators and guides.

Slide

Obtain information on the industry to assist with work performance

Restaurants:

- Mainly provide food for on-premise consumption
- May sell liquor
- May be based on:
  - A national cuisine
  - A style or speed of service
  - A unique feature or activity.

Slide 16

Slide No	Trainer Notes
16.	Trainer presents information to trainees about restaurants stating:
	• A restaurant is an establishment where the predominant activity is the production and service of food for consumption on the premises
	• Many restaurants are licensed to sell liquor but there is no legal requirement that a restaurant sell liquor. Where alcohol is sold, an appropriate liquor license must be held
	• Restaurants may be based on:
	▪ A national cuisine – French, Mexican, German, Italian, Japanese or the local cuisine
	▪ A style or speed of service – which can include simple plated service, through the more formal silver service, to dishes prepared at the table (called 'gueridon service')
	▪ A unique feature – such as a view of a natural landscape, their proximity to a certain area or other facilities (such as cinemas, theatres, sporting complexes, transport)
	▪ A nominated activity – such as a tramcar restaurant, a theatre restaurant or a variety of entertainment combined with dining.

	Class Activity – General Discussion
	Trainer asks trainees:
	• What are the names of local restaurants?
	• What type of cuisine do they provide?
	• What style of service do they offer?
	• What, if any, unique features do they offer?

Slide

Obtain information on the industry to assist with work performance

Cafés:

- Serve meals & snacks
- May be licensed
- May provide entertainment
- Are more casual than restaurants
- May identify as 'bar & café'.

Slide 17

Slide No	Trainer Notes
17.	Trainer presents information to trainees about cafés presenting:
	• A café can serve breakfast, brunch, lunch, dinner and supper and often coffee and cake (or other snacks) in between
	• They may or may not be (liquor) licensed
	• Besides the usual food and beverage service, cafés can sometimes provide basic entertainment
	• The word café tends to denote a more casual, relaxed and informal environment than may be expected in a restaurant
	• Patrons in a café often eat just a snack rather than a full meal
	• Premises often call themselves 'bar and café' to highlight the fact they serve alcohol.
	Class Activity – General Discussion
	Trainer asks trainees:
	• What are the names of local cafés?
	• What meals or snacks do they offer?
	• Are they licensed to sell liquor?
	• What, if any, entertainment or unique features do they offer?

Slide

Obtain information on the industry to assist with work performance

Hotels:

⦿ Can vary significantly in quality, facilities & services

⦿ May feature a 'star rating'

⦿ Prices related to quality, location & services

⦿ Feature a range of different departments & job roles.

Slide 18

Slide No	Trainer Notes
18.	Trainer presents information to trainees about hotels offering: • Hotels cover an extremely wide range of premises from a local hotel to an international standard five-star premises featuring a large range of facilities, 24-hour room service • Hotels may have a rating system applied to them using one star up to five stars. The more stars, the better the quality, the more services and facilities available • A hotel can have many departments – see later slides (such as food and beverage, housekeeping, front office and many others). **Class Activity – General Discussion** Trainer asks trainees: • What are the names of local hotels? • What 'star rating are they? • What services, products and facilities do they offer? • How does a 'local hotel' differ from a hotel used by international visitors?

Slide

Obtain information on the industry to assist with work performance

Fast food outlets:

- May be franchised outlets or owner-operated
- Much food is pre-prepared & 'held' for service
- Some food is cooked-to-order
- Restaurants may offer food to takeaway as 'fast food'
- Some offer eat-in facilities
- May offer home delivery.

Slide 19

Slide No	Trainer Notes
19.	Trainer presents information to trainees about fast food outlets indicating:
	• Fast food outlets include international brands (such as McDonald's, KFC) operating through franchising arrangements, as well as smaller, owner-operated businesses – fast food outlets are generally not licensed to sell liquor
	• Much fast food is pre-prepared and kept on display ('held') ready for immediate sale. Other food is 'cooked to order' with an emphasis on speed
	• Many restaurants and cafés offer their dine-in menu as 'take aways' and in this way are also, by default, fast food outlets even though their primary function is to service eat-in patrons – some offer home deliveries
	• Many fast food outlets offer eat-in facilities – and so may be seen as a 'restaurant' or 'café'.
	Class Activity – General Discussion
	Trainer asks trainees:
	• What are the names of local franchised fast food outlets?
	• What are the names of local owner-operated fast food outlets?
	• What menu items do they offer?
	• Which outlets also eat-in facilities?
	• What, if any, facilities do they do they offer to customers?

Slide

Obtain information on the industry to assist with work performance

Canteens:

- Usually operate to serve workers
- Offer meals, snacks, confectionery
- May operate 24 hours a day
- Food may be subsidised by employer
- May be contracted out to an external caterer
- 'Wet' canteens have alcohol available.

Slide 20

Slide No	Trainer Notes
20.	Trainer presents information to trainees about canteens indicating:
	• Canteens usually operate in a workplace setting such as a mine or building site, factory or some other work location, providing food and drinks to workers – commonly, members of the public are not encouraged (with exception of hospitals)
	• Food can include snacks, full meals and a range of confectionery lines, ice creams, drinks can be tea and coffee as well as a range of cold drinks including soft drink. Service is usually via a 'race system' where customers queue for food, selecting their meal as they move through the race paying for it at a cash register at the end of the race. Some canteens provide their food free-of-charge to workers
	• Meals and drinks are usually reasonably priced and may be subsidised by the employer organisation
	• Canteens may be run by the host organisation, or be sub-contracted to another service provider
	• 'Wet' canteens serve limited alcohol (such as two cans of beer per person, per day), while 'dry' canteens are alcohol-free.

	Class Activity – General Discussion
	Trainer asks trainees:
	• What canteens do you know of and where are they?
	• What do they offer?
	• What are their prices and how do they compare to other outlets?
	• Who uses them?
	• What service levels apply?

Slide

Slide No	Trainer Notes
21.	Trainer presents information to trainees about casinos indicating:
	• Casinos usually have a number of departments, similar to those of five star hotels, but the main difference is they have a large gaming department employing staff with specialist skills
	• These include croupiers, gaming machine attendants, pit supervisors, cashiers and a large security staff
	• All these employees must be specially licensed in order to carry out their duties – it is illegal for unlicensed staff to work in these areas
	• Feature a strong emphasis on security – via CCTV, security staff, checks and balances.
	Class Activity – General Discussion
	Trainer asks trainees:
	• Who has been to a casino?
	• What was available?
	• What was the ambience of the casino?
	• What security were you aware of?
	• How do you think a casino compares to a hotel or other industry organisations?

Slide

Obtain information on the industry to assist with work performance

Convention centres:

⦿ Offer a wide range of services & facilities

⦿ Cater for large events

⦿ Often employ staff on a casual basis

⦿ Large events use different shifts for different stages of an event

⦿ Hotels & clubs may contain their own convention centre.

Slide 22

Slide No	Trainer Notes
22.	Trainer presents information to trainees about convention centres highlighting:
	• Convention centres can offer a variety of services, though they vary according to the size and the capacity of the centre
	• Some centres may cater for 3,500 guests in one day, running a fully staffed kitchen that uses the cook/chill method for most hot entrée and main menu items – some have their own bakery
	• Convention centres mostly employ casual staff – because events are usually not regular in nature
	• Larger centres employ one shift to set up the tables and the bars for a function, and then another shift takes over to run the actual service
	• Once the function is finished and guests have gone, another shift arrives to clean up the room and re-set for the next shift/function
	• Many hotels and clubs feature convention facilities within their premises.
	Class Activity – General Discussion
	Trainer asks trainees:
	• What are the names of local convention centres?
	• How many people can they cater for?
	• What services and facilities do they offer?
	• What sort of events/conventions have they conducted?

Slide

Obtain information on the industry to assist with work performance

Licensed clubs:

⊛ Can be similar in structure, departments & jobs to large hotels

⊛ Cater for members & their guests

⊛ Guests must be 'signed in'.

Slide 23

Slide No	Trainer Notes
23.	Trainer presents information to trainees about licensed clubs explaining:
	• Clubs can have a number of departments including restaurants, bars, bottle shops, functions, entertainment, sports and recreation, front office, security and (in some cases) gaming and accommodation
	• Clubs cater for members and their guests
	• Clubs are generally not open to the public in the same way hotels are: if a person is not a member of the club they have to be signed in as a guest in order to be legally on the premises.
	Class Activity – General Discussion
	Trainer asks trainees:
	• What are the names of local licensed clubs?
	• What services, facilities, products do they offer?
	• How do you join a club and how much does it cost?
	• Why do people join clubs?
	• What restrictions apply to the operation of a club compared to the operation of a hotel?

Slide

Obtain information on the industry to assist with work performance

Nightclubs:

- Very popular
- Many job opportunities
- Work can be demanding on staff
- Requires long hours, late finishes
- May be integrated into a hotel or a stand alone venue
- Heavy emphasis on liquor & entertainment.

Slide 24

Slide No	Trainer Notes
24.	Trainer presents information to trainees about nightclubs stating:
	• Nightclubs are popular hospitality venues – for local and international visitors
	• There are many different areas of work in a nightclub – bar, restaurant, front desk, security and entertainment
	• Some nightclubs are very busy and clients can often be demanding so employees need to be good at working well under pressure
	• Staff must also enjoy late shifts, loud music, working when everyone else is partying, early morning finishes, drunk or disorderly patrons
	• Most nightclubs are stand-alone businesses operating only as nightclubs, while some hotels feature a nightclub within their premises
	• There is heavy emphasis on alcohol and entertainment.
	Class Activity – General Discussion
	Trainer asks trainees:
	• What are the names of local nightclubs?
	• What are they like?
	• When are they open?
	• What do they offer?
	• What security is in place?
	• What entertainment is featured?

Slide

Slide No	Trainer Notes
25.	Trainer presents information to trainees about resorts identifying:
	• Resorts can offer a wide range of services including food and beverage, accommodation, functions/conferences, nightclubs, sporting activities, entertainment and leisure activities
	• Working in a resort can be a lot of fun, though the work is usually very demanding with very long hours
	• Most resort employees live in staff quarters at the resort, so they are always 'available' if needed. The lifestyle sounds idyllic but the reality is usually somewhat different to the dream
	• Fraternizing with guests is forbidden – and can be grounds for instant dismissal
	• Staff are usually required to be multi-skilled – and to be prepared to have attempt any work
	• Staff often need to work extra hours as required by the demands of the guests at the resort, the activities being conducted, the weather.

Class Activity – General Discussion

Trainer asks trainees:

- What are the names of local resorts?
- What types of resorts are where they are located?
- What is available at these resorts for guests?
- What jobs would staff perform at resorts?
- What guests are likely to use these resorts?
- How do you see a resort differ to a hotel?
- What similarities are there between a hotel and a resort?

Slide

Slide No	Trainer Notes
26.	Trainer informs trainees in addition to the venues sectors already mentioned, the industry comprises other businesses too such as:
	• Hospitals – and nursing and retirement homes
	• Accommodation providers – such as guest houses, B & Bs, back-packer accommodation
	• Sporting facilities and venues – where food and beverages are served
	• Large and small catering companies – who provide off-site catering and sub-contracted catering services to other businesses.

Slide

Slide No	Trainer Notes
27.	Trainer continues to inform trainees of additional industry businesses and sectors: • Executive apartments – where housekeeping services, cleaning are provided • Defence forces – featuring the full range of services including cooking, housekeeping, laundry, food and beverage service • Caravan parks – with limited food, retail shops, cleaning • Travel and transport options such as airlines, railways, bus depots and cruise liners – with varying degrees of food and beverages, housekeeping service.

Slide

Obtain information on the industry to assist with work performance

The structure of each business:

◉ Features the use of 'departments'

◉ Will feature different staffing levels

◉ Provides for a variety of positions

◉ Reflects the operational needs of each venue

◉ Often described in an 'organisation chart'.

Slide 28

Slide No	Trainer Notes
28.	Trainer identifies for trainees all venues have some form of 'structure' featuring: • Different departments – with staff performing identified roles which combine to deliver seamless service to guests (see following slides) • Different levels of staffing – the size of the venue, the services provided, and the standard and quality of the service and products will partially determine size of departments and number of staff employed • Nominated positions – these are the job roles: each job role will have allocated responsibilities and tasks • Not all venues will have all the departments presented – departments will reflect the individual needs of each property • An 'organisation chart' identified the departments and positions in a business – and the reporting lines, lines of communication and lines of authority. **Class Activity – Organisation Chart** Trainer obtains an organisation chart for a local venue and: • Distributes same to trainees • Identifies and describes the positions shown on the chart • Identifies and explains the relationship between different positions on the chart as indicated by the lines on the document • Explains how the organisation chart can be used by trainees as a template for planning a career within a venue.

Slide

Obtain information on the industry to assist with work performance

F & B department:

◉ Serving beverages in bars

◉ Serving food & beverage in restaurants
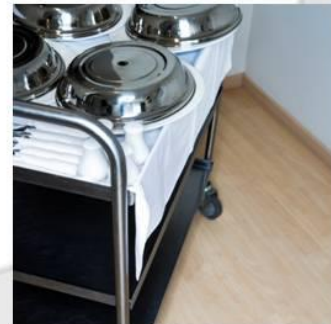
◉ Preparing & providing food items.

Slide 29

Slide No	Trainer Notes
29.	Trainer presents to trainees information relating to the Food and Beverage department in a venue advising activities or responsibilities include: • Serving beverages in bars – and providing waiting and service duties for dining rooms as well as sometimes room service and functions • Serving food and beverage in restaurants – taking orders for meals and drinks, delivering meals and drinks to tables, clearing tables for fine-dining, brasserie, bistro, *al fresco* dining situations • Preparing and providing food items – providing basic food preparation for different foods for various food outlets within the venue from a main kitchen or related preparation areas.

Slide

Slide No	Trainer Notes
30.	Trainer continues to present to trainees information relating to the Food and Beverage department in a venue advising activities and responsibilities include:
	• Organizing and servicing banquets, functions, and conferences – providing waiting and other duties for special and large events
	• Providing room service – providing service for an in-room dining service or the service of beverages to a guest room
	• Providing mini-bar service – re-stocking liquor, soft drink and snacks in the in-room guest mini-bar, and completing supporting documentation to support charges to the guest account
	• Calculating accounts and daily takings – performing cashier functions for payments received
	• Purchasing and distributing stock to various departments – ensuring the venue never runs out of stock, is never overstocked and individual departments (housekeeping, bars, kitchen) are issued with sufficient and appropriate stock to ensure they can perform their allocated duties
	• Undertaking daily cellar tasks – working the cellar area of a venue (maintenance of kegs, lines, gas cylinders, together with other bulk delivery systems such as bulk wine, post-mix and draught cider and stout) to ensure all bulk beverages are available as and when required
	• Making retail sales in bottle shop – undertaking recommendations of products, up-selling and sales related activities to optimise sales of retail products.

Slide

Obtain information on the industry to assist with work performance

Kitchen/Catering department:

- Ordering food
- Storing food
- Preparing food
- Cooking food
- Plating of food
- Safe food handling
- Cleaning.

Slide 31

Slide No	Trainer Notes
31.	Trainer presents to trainees information relating to the Kitchen/Catering department in a venue advising activities and responsibilities include: • Ordering of food from suppliers – to meet expected need • Storing of food according to its individual requirements – using dry goods store, refrigeration or freezers • Preparing food – ready for cooking or further processing • Cooking food – according to the requirements of individual menu items • Plating of food – placing of food onto plates to the standards, and in the quantities, required by the venue; displaying and presenting foods in banquets, at smorgasbords • Safe food handling – of all food, at all stages • Cleaning – of pots and pans; dishes and cutlery, equipment and food facilities.

Slide

Slide No	Trainer Notes
32.	Trainer presents to trainees information relating to the Front Office/Reception department in a venue advising activities and responsibilities include:
	• Taking guest reservations – processing requests for bookings face-to-face, via telephone, through email, from the fax, or from agents; amending bookings, taking cancellations
	• Checking guests in and out – welcoming guests on arrival, farewelling them and settling accounts on their departure and
	• Organizing portering services – arranging for guest luggage to be taken to or brought down from the rooms (and stored, where necessary)
	• Giving information to guests on internal and external products, services and options – performing concierge functions
	• Processing correspondence and messages – receiving and distributing mail, faxes, emails, messages delivered in person, flowers, tickets
	• Preparing guest accounts – ensuring all items are charged for at the correct price, and ensuring any deposits are deducted
	• Auditing/cashiering role – reconciling accounts, accepting payment for accounts, exchanging foreign currency (where applicable) and travellers' cheques; performing Night Auditor activities.

Obtain information on the industry to assist with work performance

Housekeeping:

- Cleaning rooms & facilities
- Performing laundry duties
- Performing linen room functions
- Monitoring rooms & facilities
- Portering.

Slide 33

Slide No	Trainer Notes
33.	Trainer presents to trainees information relating to the Housekeeping department in a venue advising activities and responsibilities include:
	• Servicing the accommodation rooms, hallways, offices, public areas, toilets and whatever else is deemed appropriate – including cleaning guest rooms and other areas, and replenishing in-room guest and other supplies as required
	• Managing the laundry requirements and dry-cleaning for guests – taking, processing and returning laundry and dry cleaning items for guests and processing house items (sheets, pillow cases, towels, uniforms)
	• Performing linen room functions – repairing house and guest items
	• Monitoring and maintaining room accessories and facilities – ensuring they are all working as expected and have not been damaged or stolen
	• Portering duties – moving garbage and dirty linen; taking items to and from rooms as required.

Slide

Slide No	Trainer Notes
34.	Trainer presents to trainees information relating to the Sales and Marketing department in a venue advising activities and responsibilities include:
	• Undertaking advertising in media options used by the venue – creating, placing and tracking the effectiveness of advertising
	• Creating brochures and pamphlets – encouraging people to visit and buy
	• Providing face-to-face canvassing of prospects – aiming at converting 'prospects' to 'purchasers'
	• Creating and running sales promotion activities – generating interest in and sales for the venue
	• Organizing events and sponsorships – maintaining a suitable profile for the venue within the marketplace
	• Taking reservations – capturing bookings for the venue (usually from organisations that make bulk bookings such as travel agencies, especially wholesale travel agents).

Slide

Obtain information on the industry to assist with work performance

Accounts & Finance department:

◉ Monitoring revenue & expenditure

◉ Paying accounts

◉ Administering payroll

◉ Preparing taxation & internal reports

◉ Forecasting budgets.

Slide 35

Slide No	Trainer Notes
35.	Trainer presents to trainees information relating to the Accounts and Finance department in a venue advising activities and responsibilities include: • Monitoring revenue and expenditure – of individual departments and the venue as a whole • Paying all invoices from suppliers – on time, ensuring all appropriate discounts have been taken into account • Administering payroll for all employees – to ensure they are paid correctly, on time • Preparing taxation and other administration reports – to meet legislated requirements and internal protocols • Budget forecasting – to predict expected revenue and expenses.

Slide

Slide No	Trainer Notes
36.	Trainer presents to trainees information relating to the Human Resources department in a venue advising activities and responsibilities include:
	• Identifying future staff requirements – for all venue areas and departments (back-of-house and front-of-house)
	• Recruiting staff – internally and through external sources to fill identified need
	• Selecting staff – including activities relating to interviewing, short-listing and reference checking
	• Providing induction and orientation for new staff – to welcome them and introduce them to their new workplace.

Slide

Obtain information on the industry to assist with work performance

- Staff training
- Maintaining staff records
- Staff counselling
- Assisting staff with career planning
- Complying with /IR requirements
- Meet legal obligations.

Slide 37

Slide No	Trainer Notes
37.	Trainer continues presenting to trainees information relating to the Human Resources department in a venue advising activities and responsibilities include: • Training of staff – to enable achievement of venue standards and meet any legally imposed compliance requirements • Maintaining all staff records – to assist with promotion, payment, discipline, training • Staff counselling – to assist staff attain workplace goals and standards • Career planning – for individual staff to facilitate their growth in the business including promotion and cross- and multi-skilling • Fulfilling employment requirements – keeping up-to-date with legal employment and associated IR obligations: paying correct wages, providing required holiday and leave types; administering protocols to support injured workers and facilitate their return to work.

Slide

Slide No	Trainer Notes
38.	Trainer presents to trainees information relating to the Gaming department in a venue advising activities and responsibilities include:
	• Providing nominated services to gaming machines – such as clearing coin and other jams, re-filling hoppers, paying out winnings
	• Monitoring patron behaviour – and being alert to suspicious persons and illegal activities
	• Dealing – and/or supervising at table games
	• Supervising pits – to prevent fraud and cheating
	• Cashiering duties – making payouts to customers and exchange money for patrons.

Slide

Obtain information on the industry to assist with work performance

Entertainment department:

- **Selling tickets**
- **Promoting events**
- **Organizing functions**
- **Auditioning**
- **General venue management.**

Slide 39

Slide No	Trainer Notes
39.	Trainer presents to trainees information relating to the Entertainment department in a venue advising activities and responsibilities include: • Selling tickets – for cabarets and concerts • Promoting upcoming events – such as shows, bands, acts and celebrities • Organizing functions and activities – and integrating required activities, entertainment, displays, into the schedule for the event • Auditioning – and hiring bands or entertainment • Managing discos and nightclubs.

Slide

Slide No	Trainer Notes
40.	Trainer presents to trainees information relating to the Leisure department in a venue advising activities and responsibilities include: • Developing recreation and leisure activities – to meet identified customer need, or to attract customers • Coordinating sporting activities –scheduling and integrating leisure with other activities • Conducting fitness training – for in-house guests • Providing health and therapy services – such as spa, beauty and welfare services • Coordinating and supervising games and other fun activities for children and adults – at resorts and on cruise ships.

Slide

Obtain information on the industry to assist with work performance

Maintenance department:

⊛ Fixing plumbing, electrical & carpentry issues

⊛ Maintaining the venue

⊛ Maintaining outside areas

⊛ Providing general maintenance.

Slide 41

Slide No	Trainer Notes
41.	Trainer presents to trainees information relating to the Maintenance department in a venue advising activities and responsibilities include: • Managing plumbing, electrical and carpentry needs – including undertaking repairs to faulty items and the delivery of preventative maintenance • Maintaining upkeep of the venue – by painting, decorating and refurbishment • Maintaining gardens and outside areas – lawn mowing, watering, weeding, new plantings • Providing general maintenance around the venue – including preventative maintenance and responding to maintenance requests.

Slide

Slide No	Trainer Notes
42.	Trainer presents to trainees information relating to the Security department in a venue advising activities and responsibilities include:

• Guarding and transporting money – within the venue (for example, from bars to the office) and externally (from the venue to the bank)

• Providing security for guests – as a general service and in response to specific needs

• Handling troublesome guests – such as asking them to modify their behaviour, or asking them to leave the premises

• Securing buildings and grounds – by undertaking regular patrols of the premises and monitoring access to premises by visitors.

Class Activity – Guest Speaker

Trainer arranges for a senior manager or property owner to visit the trainees and talk to them about:

• How departments for a venue are determined

• How staffing levels and different roles are determined

• The functions and responsibilities of different departments

• Pre-requisites for employment in different departments

• Career paths within the venue including pre-requisite needs for promotion. |

Slide

Slide No	Trainer Notes
43.	Trainer advises trainees in relation to careers in the industry suggesting:
	• There is a need to plan their career – it will not 'just happen'
	• Most venues prefer to promote internally – because the staff member knows the venue, and management knows the worker
	• Talk to supervisors, managers and owners – to get their opinion about what is necessary to optimise potential for promotions
	• Take action to obtain necessary pre-requisites for promotion – these pre-requisites may include qualifications, experience, knowledge, skills.
	Class Activity – Individual Exercise
	Trainer gives trainees time to:
	• Consider their personal career path and identify their ultimate career goal
	• Identify their next job/role
	• Determine the experience, qualifications they need to gain the identified next job
	• Identify people they can/should make contact with to optimise likelihood of achieving their identified next job or ultimate career goal.

Slide

Slide No	Trainer Notes
44.	Trainer states to trainees the hospitality and tourism industries have a mutually supportive relationship explaining it is often difficult to differentiate between elements of each 'industry'.

Slide

Slide No	Trainer Notes
45.	Trainer explains to trainees tourism may be seen as involving: • Trips – to local attractions and areas • Tours – of sites and landmarks • Use of tour guides – to lead groups on tours, around destinations and attractions • Travel – to and from the region as well as transportation • Activities – such as attendance at theme parks, participation in 'action' holidays • Visits – to zoos, museums and other places of interest.

Slide

Slide No	Trainer Notes
46.	Trainer explains to trainees hospitality may be seen as involving:
	• Eating – eat-in and takeaway: all standards, types of cuisine, styles of service
	• Drinking – alcoholic and non-alcoholic beverages including takeaway drink sales
	• Accommodation – in-house rooms and facilities
	• Rest and relaxation – gymnasiums, spa and wellbeing services.

Slide

Obtain information on the industry to assist with work performance

MICE involves:

- Developing concepts and themes
- Arranging elements of events
- Planning events in consultation with client.

Slide 47

Slide No	Trainer Notes
47.	Trainer informs trainees about the MICE sector ('Meetings, Incentives, Conventions and Exhibitions') of the industry explaining there is strong relationship between MICE and all other industry sectors advising activities and responsibilities include:
  • Develop a concept for a meeting and analyse the feasibility of it – or work with a theme or concept provided by the client
  • Arrange travel, accommodation, meals, entertainment, tours and venues – including all support services needed to allow the event to be conducted as required
  • Plan the event – including strategic planning relating to numbers, timing, locations, and integration of activities.

Slide

Slide No	Trainer Notes
48.	Trainer continues to present information to trainees about MICE industry advising activities and responsibilities include:

- Promote the event to relevant stakeholders – on behalf of the client

- Accept and monitor registrations/bookings for the event – and administer these under direction from the client

- Control the implementation of the event – including adjustments to cater for matters arising during the event, and all issues impacting on the conduct of the event

- Evaluate the event after it has concluded – to determine what might be done differently next time.

Class Activity – Guest Speaker

Trainer arranges for an industry professional to visit and talk to trainees about:

- The nature of the relationship between hospitality and tourism

- Personnel & job roles involved in travel and tourism

- Services provided by hospitality to tourists, visitors and locals

- Possible career options and necessary pre-requisites for new jobs or promotions

- Components of the MICE industry.

Slide

Obtain information on the industry to assist with work performance

You need to develop tourism industry knowledge regarding:

- Tourist attractions
- Tour operators
- Tour guides.

Slide 49

Slide No	Trainer Notes
49.	Trainer stresses to trainees they need to develop knowledge about the tourism industry in relation to:
	• Tourist attractions – next slide
	• Tour operators – later slides
	• Tour guides – later slides.

Slide

Obtain information on the industry to assist with work performance

Tourist attractions:

⊛ **Natural attractions**

⊛ **Built attractions**

⊛ **Blended**

⊛ **Integrate with local hospitality venues**

⊛ **Employ on-site staff.**

Slide 50

Slide No	Trainer Notes
50.	Trainer indicates to trainees tourist attractions include natural and man-made attractions:

- Natural attractions include attractions such as:
  - Beaches
  - Mountains
  - Lakes
  - Deserts
  - Rivers
  - Caves
- Man-made (or 'built') attractions include:
  - Entertainment centres
  - Amusement parks and theme parks
  - Lookouts
  - Science centres
  - Museums
  - Historic sites
  - Landmarks

	• Some attractions are a blend of natural and built attractions, such as:
	▪ Gardens
	▪ Sanctuaries
	▪ Zoos
	▪ Natural attractions where man-made facilities have been built to cater for visitors.
	Trainer advises trainees:
	• People visiting tourist attractions often use the services of local hospitality establishments – for food, drinks and accommodation
	• Tours to tourist attractions may be integrated into some other events – such as a package deal offered by an accommodation establishment
	• Staff at tourist attractions can include on-site guides, catering staff, receptionists, maintenance crews, cleaning and gardening staff and personnel required for site-specific activities (such as feeding and caring for animals, specialist demonstrators for displays and on-site activities).

Slide

Obtain information on the industry to assist with work performance

Tour Operators:

- Liaise with other businesses to develop 'packages'
- Develop a variety of tours
- Each tour can have different inclusions relevant to the tour group
- Buy accommodation from hotels at cheaper rates than private individuals.

Slide 51

Slide No	Trainer Notes
51.	Trainer presents to trainees information relating to Tour Operators advising activities and responsibilities include: • Tour operators liaise with other businesses (such as hotels, tourist attractions, hire car companies) to develop 'packages' which they sell to the public • Include different elements (inclusions) such as accommodation, visits to attractions, transfers • A tour can take a number of hours, half-a-day, a full-day, multiple days, weeks, sometimes even months, depending on the tour itinerary • Hotels and other accommodation venues usually sell rooms at lower rates to tour operators because tour operators commonly buy in volume, and generally represent a recurring source of revenue.

Slide

Slide No	Trainer Notes
52.	Trainer explains to trainees Tour Guides can include:
	• On-site or attractions guides – who guide visitors around sites and attractions providing commentary along the way, supervising and facilitating interaction with games or activities and generally assisting visitors to optimise their experience with the venue
	• Driver guides – who drive vehicles taking visitors on tours, to destinations. They also provide commentary, arrange entertainment on the trip and may be responsible for cooking meals
	• Specialised guides – for action and adventure tours where the guides have detailed knowledge about (for example) local flora and fauna, dangers and hazards, local customs, rules and requirements
	• Business and industry guides – who specialise in conducting shopping trips, or connecting visiting people with local businesses.

Slide

Obtain information on the industry to assist with work performance

Tour Guide roles include:

- Pathfinder
- Mentor
- Host
- Escort.

Slide 53

Slide No	Trainer Notes
53.	Trainer presents to trainees information relating to the role of Tour Guides advising their role is very diverse and they are expected to discharge numerous roles such as: • Pathfinder – to show the way on the tour • Mentor – to educate and provide information regarding the tour, attractions • Host – to accompany tour group members and facilitate social interaction between tour group members • Escort – to protect and ensure safety of those in the group and their belongings.

Slide

Obtain information on the industry to assist with work performance

- Entertainer
- Problem solver
- Interpreter
- Assistant
- Public relations
- Administrator.

Slide 54

Slide No	Trainer Notes
54.	Trainer continues to present to trainees information relating to various roles performed by a Tour Guide:
	• Entertainer – to optimise enjoyment and interest. In some cases they provide the entertainment
	• Problem solver – to resolve issues arising within the tour group and within the tour itself. These can include issues associated with vehicle breakdown, personal illness amongst tour group members, weather
	• Interpreter – to interpret the activities, site and tour and promote cultural awareness. They may also act as a language interpreter
	• Assistant – to help, encourage and motivate tour group members with whatever is required
	• Public relations – to enhance the reputation and image of the employer
	• Administrator – to keep records and monitor groups and activities.
	Class Activity – Guest Speaker
	Trainer arranges for experienced Tour Guide to visit trainees and:
	• Discuss/explain their job and the roles they perform
	• Explain how trainees may become tour guides
	• Describe the good and bad aspects of being a tour guide
	• Present experiences with tour group members they have had
	• Describe the type of tours they lead.

Slide

Obtain information on the industry to assist with work performance

Hospitality industry 'support' businesses include:

- Food suppliers
- Beverage suppliers
- Linen suppliers
- Laundry companies

Slide 55

Slide No	Trainer Notes
55.	Trainer states to trainees the hospitality requires a large range of support industries to enable it to function effectively including:
	• Food suppliers – supplying dry goods, meat, poultry, vegetables, dairy, bakeries
	• Beverage suppliers – supplying beer, wine and spirit wholesalers and soft drink suppliers such as dairy products, juices and waters
	• Linen suppliers – providing bedding supplies, towels and tablecloths
	• Laundry companies – laundering bedding items, towels, tablecloths and napkins.

Slide

Obtain information on the industry to assist with work performance

⊛ Florists

⊛ Entertainment agents

⊛ Cleaning companies

⊛ Uniform suppliers

⊛ Stationers

⊛ Security companies

Slide 56

Slide No	Trainer Notes
56.	Trainer continues to identify hospitality 'support industries':
	• Florists – supplying fresh flowers for the establishment, for decorations, dining tables and functions
	• Entertainment agents – supplying and booking acts, bands, presenters, celebrities
	• Cleaning companies – providing either subcontracted cleaning services or supplying cleaning materials and products
	• Uniform suppliers – selling staff uniforms
	• Stationery shops – providing administration and guest supply needs such as paper, pens, files, envelopes
	• Security companies – providing in-house or after hours security including static guards and loss prevention officers.

Slide

Slide No	Trainer Notes
57.	Trainer continues to identify hospitality 'support industries':
	• Equipment suppliers – enabling the purchase of new equipment including tables and chairs, refrigeration equipment, reticulation systems, air conditioning, systems and telecommunications
	• Advertising and promotional companies – providing ideas, artwork and brochures, and marketing activities to generate business for the venue
	• Travel agents – assisting the venue to sell accommodation and other packages
	• Cash register suppliers – providing cash registers and register rolls as well as maintenance to POS registers
	• Trades people – providing a range of professional technical services (electricians, plumbers, painters, service technicians).

Slide

Obtain information on the industry to assist with work performance

Factors impacting on venue working conditions:

- Size of venue
- Staff numbers
- Experience of other staff
- Equipment used

Slide 58

Slide No	Trainer Notes
58.	Trainer explains to trainees industry working conditions will vary depending on the venue where they work highlighting it is misleading, for example, to say the working conditions in all hotels are the same, or the working conditions in all restaurants or theme parks are the same.
	Trainer presents to trainees factors impacting on individual working conditions include:
	• Size of the premises
	• Number of staff employed
	• Experience of the other staff working at the venue
	• Age, amount and condition of the equipment being used and the premises.

Slide

Slide No	Trainer Notes
59.	Trainer continues to present to trainees factors impacting on individual working conditions include: • Type and range of products, services and facilities provided • Nature and number of customers • Employer and visitor expectations – including venue policies and procedures • Whether the workplace is inside or outside • Whether work is undertaken during the day or at night.

Slide

Obtain information on the industry to assist with work performance

Industry working conditions:

- High levels of interaction with people

- Long periods on feet

- Working under pressure

- Working when friends/family are not.

Slide 60

Slide No	Trainer Notes
60.	Trainer explains to trainees working conditions in the industry can generally be characterised as:
	• High levels of interactions with other people – it is often said hospitality is a 'people business'. Many of these customers can be difficult to deal with, being tired, in a foreign country, affected by alcohol, or impatient
	• Long periods on the feet – standing, walking, working. This can make workers very tired
	• Working under pressure – the hospitality industry is very time-focused and there is nearly always a need to get things done by a certain time. There is nearly always a need to work quickly in areas such as taking guest orders, serving food and drink, checking guests in and checking them out, meeting requests, cleaning rooms, conducting tours, working on functions
	• Working when friends are not at work – the hospitality industry requires work at nights, on weekends and on public holidays when friends and family may have time off.

Slide

Obtain information on the industry to assist with work performance

The venue may also features:

- ◉ **Superannuation**
- ◉ **Workers' compensation**
- ◉ **Training**
- ◉ **Uniform & staff amenities**
- ◉ **Resignation & termination.**

Slide 61

Slide No	Trainer Notes
61.	Trainer identifies for trainees the industry and/or the venue where they work can also feature:
	• Superannuation:
	▪ Superannuation is money deposited by an employer on behalf of employees to a fund as a form of compulsory savings towards employee retirement
	▪ The amount of money each employer is required to contribute is determined by law but the employer can elect, if they choose, to pay in more than the prescribed minimum
	▪ Employees are also encouraged to contribute
	▪ When the employee retires, they can access the money that has been paid into this fund on their behalf
	• Workers' compensation:
	▪ Employers are required to have all their employees protected by workers' compensation insurance. This means employees must be insured by their workplace against injury or illness in the workplace
	▪ The compensation from the insurance will cover costs relating to rehabilitating the injured worker providing for items such as reimbursement of wages (or part of) during the recovery stages

- There is commonly also a requirement every effort is made by the employer to rehabilitate the worker
- Workers are required to cooperate with any activities identified (for example, by doctors, medical personnel) to facilitate their return to the workforce. This may include attending sessions designed to rehabilitate them or working in different duties at their workplace

- Training:
  - Training can occur on-site or off-site, using in-house or external trainers
  - Participation in training can be a condition of ongoing employment
  - Training is commonly required for mandatory industry licences or certificates (relating to liquor service, safe food handling, gaming) as well as in in-house procedures such as emergency procedures, evacuation, food and beverage preparation and service
  - A lack of attention to training often leads to a reduced level of competency which has adverse impacts on ongoing employability, promotional prospects, being allocated extra hours

- Uniform and staff amenities:
  - Many hospitality establishments provide fully laundered uniforms and name badges to employees
  - Some also provide, to varying degrees, food and beverage for the staff – this may be provided free-of-charge or supplied at a reduced cost
  - Venues can also provide staff amenities such as a staff room, canteen, rest rooms and showers
  - These are all provided at a cost to the employer, so it is important for the employee to look after such items and facilities and not abuse or misuse them

- Resignation and termination requirements:
  - All employees should give notice of their intentions to resign from their place of employment
  - If staff quit work without giving their employer sufficient notice the employer may be able to take money out of wages owing as compensation for the lack of notice of intention to leave
  - In the same way, employers must give sufficient verbal and written notice to staff prior to terminating them, or they have to pay wages instead of that notice
  - 'Suitable notice' varies and ranges from two days to two weeks
  - Exceptions to these requirements involve serious offences, which can be dealt with immediately – meaning staff can be sacked on the spot without notice and without pay in lieu of notice.

Slide

Slide No	Trainer Notes
62.	Trainer highlights to trainees the industry operates amidst various environmental issues and concerns, all of which must be factored into daily work practices: • Water use – and its conservation • The appropriate use of land by tours – including consideration of sustainable tourism activities designed not to damage or adversely impact physical aspects of the land • Recycling of materials – paper, glass, aluminium, plastics • Elimination/reduction of packaging and wrapping – to lessen the production of garbage for landfill • Responsible purchasing of food – to minimise the carbon footprint, and support local communities, their economic development and local employment • Reduction of power usage – to reduce harmful environmental emissions.

Slide

Slide No	Trainer Notes
63.	Trainer states to trainees they need to become aware of industrial relations issues including development of a sound knowledge about their employment rights and obligations.
	Trainer suggests trainees need to learn about:
	• Wage rates – including payments for overtime, working broken shifts, work outside nominated spread of hours, work on public holidays, rates for different classifications of work, pay rates for casual, part-time and permanent staff
	• Procedures in place resolving industrial disputes – including identification of protocols, timing requirements and personnel involved
	• Termination of employment – identifying situations when employers are allowed to dismiss staff, and the conditions that apply
	• OHS requirements – identifying employer and employee responsibilities as they apply to creating and maintaining a safe workplace for workers and members of the public
	• Training – identifying what (if any) compulsory training the employer is obliged to provide for staff, together with any refresher/update training required
	• Sources available for identifying and obtaining relevant information related to individual rights.

	Class Activity – Guest Speaker/s
	Trainer arranges for one or more representatives (from a union or an employer body) to talk to trainees about:
	• Employer rights relating to IR/employment
	• Obligations employees are under when at work
	• Employer rights and obligations in relation to employing workers
	• Relevant pay scales
	• Sample dispute resolution procedures
	• Indicative OHS requirements and training protocols
	• Sources trainees can use to identify worker rights and obligations.

Slide

Obtain information on the industry to assist with work performance

All work includes:

- Social skills
- Technical skills
- Product knowledge
- The 'right attitude'.

Slide 64

Slide No	Trainer Notes
64.	Trainer presents information to trainees regarding employer and customer expectations indicating everyone requires them to have a good work ethic and explaining all their work will incorporate a blend of:
	• Social skills – these relate to the way a person reflects their own nature, personality and attitude to others, and the way they interact with other people
	• Technical skills – these are the 'hands-on' skills required to perform workplace tasks and duties
	• Product knowledge – this is vital knowledge about the workplace where the employee works and knowledge about the products, services and facilities the venue offers for use/sale
	• The right attitude – often said to be 'the little thing that makes the big difference'.

Slide

Obtain information on the industry to assist with work performance

Employees must :

◉ Be multi-skilled

◉ Be committed & able to work long hours

◉ Be friendly & smile

◉ Be customer-focused

◉ Have a practical 'can do' attitude.

Slide 65

Slide No	Trainer Notes
65.	Trainer stresses to trainees the hospitality industry demands employees:
	• Be multi-skilled – so they can work in more than one department
	• Be committed and able to work long hours – as required by the individual workplace
	• Be friendly and smile – and leave their personal problems at home
	• Believe in the service ethic (see below) – and demonstrate a desire to be of service
	• Be customer-focused in their orientation to work – rather than being self-focused or establishment-focused
	• Have a practical, 'can do', hands-on attitude.

Slide

Obtain information on the industry to assist with work performance

Personal attributes of industry workers:

- Good communication skills
- Smart personal presentation & grooming
- Strong customer-focus
- Ability to be a team players

Slide 66

Slide No	Trainer Notes
66.	Trainer indicates to trainees the personal attributes required by effective workers in the industry:
	• Good communication skills – verbal, non-verbal and written
	• Smart presentation and grooming – taking into account personal hygiene, clothing, make-up and deportment
	• A strong customer focus – recognizing no business will ever survive or grow unless there is a strong focus on identifying and providing what customers want, need and prefer
	• The ability to be a team player – yet with the ability to operate independently without direction.

Slide

Obtain information on the industry to assist with work performance

- Ability to work under pressure
- Good technical skills
- Honesty & dedication
- Positive attitude
- Initiative
- Sense of urgency
- Reliability.

Slide 67

Slide No	Trainer Notes
67.	Trainer continues to indicate to trainees the personal attributes required by effective workers in the industry: • Able to work well under pressure – when there are lots of customers, when things go wrong, when there are problems or when there are disputes or complaints • Good technical skills – supported by accurate, current, comprehensive knowledge • Honesty and dedication – to the job, to the venue, to work colleagues and to the customers • A positive attitude – to the job, customers, and management: especially when things are going wrong the • Initiative – the ability to know what to do and when to do it without having to be told • A sense of urgency when at work – realising customers must not be kept waiting and most jobs need to be completed by a nominated time. Frequently, one staff member is relying on another staff member to complete a job so they can complete their job • Reliability – it is critical to attend for work when rostered, without exception. If there is ever a need to miss a shift, it is vital to give the employer the maximum notice of this.

Slide

Obtain information on the industry to assist with work performance

A good work ethic means:

◉ **Working hard**

◉ **Being diligent**

◉ **Being punctual & reliable**

◉ **Showing initiative.**

"Doing a fair day's work for a day's pay & doing a little bit extra."

Slide 68

Slide No	Trainer Notes
68.	Trainer expands on the concept of work ethic explaining to trainees it is a term used to describe the individual approach taken by an employee towards their job, and highlighting employers are looking for staff to display a 'good' work ethic which is characterised by a combination of factors such as:
	• Working hard at the job they are paid to do – as opposed to slacking off or spending their time doing things not related to the job for which they are being paid
	• Being diligent in their work – which means applying all their skills, talents, knowledge and experience to the job they are being paid to do and looking after the interests of both the customer and the business as part of those activities
	• Being punctual and reliable – meaning they turn up for all their rostered shifts and show up 10 – 15 minutes before time, dressed and ready for work. It also means they never cease work at the rostered time if there is still work left to do: in practice, this means they are not 'clock watchers'
	• Showing initiative – this relates to being self-directed and making intelligent decisions on their own as opposed to constantly asking for direction or guidance, or waiting for instruction about what to do
	• The concept of an appropriate work ethic is summed up in doing a fair day's work for a fair day's pay … and doing a little bit extra.

	Class Activity – Guest Speaker
	Trainer arranges for manager of a venue to visit and talk to trainees about:
	• Their expectations about staff and the work they do, and how they go about their work
	• Their definition of a good, necessary or acceptable work ethic
	• Why they believe there is a need for staff to work this way
	• The need for the 'right attitude' and what this attitude is
	• Benefits to workers, customers and the venue of staff having the right attitude
	• How management identify the work ethic of individual staff.

Slide

Obtain information on the industry to assist with work performance

Customer expectations develop as a result of:

- Previous experience
- Advertising done by the venue
- Information from other reliable sources
- Money paid.

Slide 69

Slide No	Trainer Notes
69.	Trainer informs trainees that customer expectations about a venue occur as a result of various factors:
	• Their previous experience with/at the venue – from earlier visits
	• Advertising and claims made by the venue about what is provides, the style and quality of services and products
	• Information they have obtained from what they deem to be reliable sources – such as friends and family, or trusted media writers, reference books
	• The amount of money paid – most customers understand they can realistically only expect value-for-money and not value (quality, service levels, products that significantly exceed the amount of money they have paid).

Slide

Obtain information on the industry to assist with work performance

Guest expectations include:

- Competent staff
- Timely service
- To be respected
- Suitable facilities
- Emotional satisfaction
- Safety & security
- To be welcomed.

Slide 70

Slide No	Trainer Notes
70.	Trainer suggests to trainees every customer, guest, visitor or tourist has similar expectations which can be seen as: • Staff are competent – that is, workers know what they are doing and perform their designated role in a professional, competent and safe manner • Timely service – they do not want to wait 'too long' to be served, to have their order taken, to be checked in, to be issued with tickets, to be seated, to receive their food or drinks • To be respected – to have staff talk to them and treat them with consideration and respect taking into account any cultural issues that may apply • Suitable facilities – customers insist the facilities provided by the venue match any claims made about them, are fit for the purpose, are sufficient in number, are safe to use and enable customers to attain their individual objectives when using those facilities • Emotional satisfaction – to a varying degree all customers require their experienced to be an enjoyable one (although any definition of this must take into the account the individual activity). • Safety and security – all customers expect their personal safety while at a venue (or when engaging in an activity) to be guaranteed, and expect their personal belongings will not be damaged or stolen

	• To be welcomed – meaning they want to be recognised and have suitable attention paid to them, their presence, their needs, their experiences, their problems and their intentions. This means customers must be communicated with appropriately (never ignored) and be made to feel welcome. Smiling and the use of suitable interpersonal skills are critical to achieving this, as is demonstrating consideration for personal issues.
	Class Activity – General Discussion
	Trainer asks trainees questions about customer expectations asking questions such as:
	• What other expectations do you think customers might have about a venue?
	• Are there any other sources creating guest expectations other than those identified on the slide?
	• What are the dangers associated with not knowing the expectations customers have?
	• What problems occur when customer expectations are not met?
	• What are the positive effects of meeting customer expectations?
	• How can a venue identify customer expectations?

Slide

Access & update specific information on relevant sector(s) of work

At a personal level capture information about:

- Next career step
- Training requirements for next step
- Employment obligations & entitlements
- QA issues
- Union & employer concerns
- Legislative & political changes
- Service, product & facility initiatives.

Slide 71

Slide No	Trainer Notes
71.	Trainer states to trainees while it is extremely useful for them to gather information on the industry in general, they will need to focus on their particular work area. Obtaining all this information is only effective if they can *use* it – for their personal benefit, the benefit of the venue, and the ultimate benefit of the customers.
	Trainer highlights focusing on their own work sector means the knowledge they gather will be useful background information – essential to put their industry sector into perspective, and necessary to compare what they do to what others do.
	Trainer identifies at a personal level trainees should capture information about:
	• Career prospects – identifying next career step including what is needed (in experience and qualifications) to make the move to the next level
	• Training requirements for the next step – identifying how and where this training is available to obtain the required training to qualify for the next career move. Then taking action to enrol in a course, do the study and gain the credential
	• Employment obligations and entitlements – knowing these are important as they enable work efforts to be focused where the employer expects them to be. This information about personal entitlements is also valuable working knowledge when promotion occurs. Information regarding employment obligations and entitlements from a combination of:
	▪ The employment contract (or similar) governing employment
	▪ The job description for the role
	▪ The job specification for the position
	▪ Talking to employer about their expectations of work and their performance

	▪ Reading relevant policies and procedures applicable to individual designated tasks
	• Quality assurance issues – making sure of 100% awareness of the QA requirements for all the products and services for which there is responsibility for making, delivering, serving so appropriate remedial action can be taken when a non-conformance is identified
	• Union and employer concerns – learn about IR issues as they arise from time-to-time. Once again this awareness can assist in decision making and direct action taken in the workplace to enable continued meeting of employer expectations and movement towards personal career goals. This knowledge will be of assistance when in a manager role too
	• Legislative and political changes – while management should keep staff abreast of any legislative changes impacting on workplace operations, it is wise to be proactive and monitor these things personally. Sources for doing this include industry websites, the general media, newsletters, government agencies and industry bodies
	• Service, product and facility initiatives – there is an obligation to make sure there is awareness of all initiatives the employer is undertaking in order to, for example, increase sales or generate extra interest in the property. These initiatives may include (depending on the nature and objective for the activity) promotions relating to one or more of the following: ▪ Sales ▪ Package deals ▪ Discounts ▪ Introductory offers ▪ Advertised Specials ▪ Tours of the premises.

Slide

Slide No	Trainer Notes
72.	Trainer advises trainees product knowledge is an absolute necessity when selling anything or when seeking to make an informed suggestion or recommendation to a customer stating product knowledge embodies knowledge about:
	• Products sold
	• Services provided
	• Facilities available
	• Operating procedures and conditions of the business.

Slide

Access & update specific information on relevant sector(s) of work

Product knowledge but may include knowledge of:

⊛ Physical characteristics of an item

⊛ Manufacturer

⊛ Fresh or frozen?

⊛ Availability of deals, specials & packages

⊛ Different prices relating to different items

⊛ Inclusions of a package.

Slide 73

Slide No	Trainer Notes
73.	Trainer instructs trainees product information is (obviously) information directly relevant to each individual product or service the company offers, noting depending on what is being considered it can include:
	• Information about size, colour, smell and taste
	• Details about who made it, where it was made and when
	• Knowing if a food item is fresh or frozen
	• Being able to tell customers how much longer an item will remain available
	• Being able to differentiate between the prices for products, and rates for rooms or services
	• Knowledge about the elements of Special deals as well as their price and conditions.
	Trainer highlights there are numerous other facets of product knowledge and the above is only an indicative list.

Slide

Access & update specific information on relevant sector(s) of work

Product knowledge also involves knowing about venue policies, procedures & protocols:

- ◉ Opening days & times
- ◉ Credit cards accepted
- ◉ Deposits required
- ◉ Check-in & check-out times.
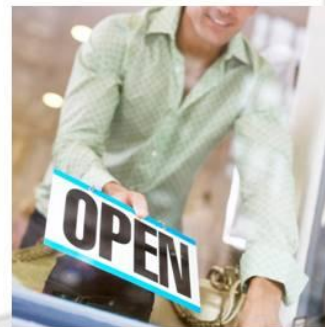
Slide 74

Slide No	Trainer Notes
74.	Trainer advises trainees in addition to product-specific information they also need to find out the establishment policies and procedures applying to the operation of the business where they work noting this requirement can include finding out about such things as:
	• Do they accept payment by check? If so, are there certain conditions applying to this form of payment?
	• What credit cards are accepted?
	• When are the trading hours for the premises and the individual departments, bars within it?
	• What deposit is required for function bookings, accommodation bookings? When is it required?
	• Are the restaurant (or other) meals available as take-away meals?
	• What is check-out time?
	Trainer highlights there are, of course, many more topics and issues trainees need to find out about and suggests they will need to do some research (the operational manual for the business and/or the company policies and procedures booklet/intranet facility is a good starting point for gaining this sort of knowledge) and, once again, they must be 100% accurate and truthful in any answers they give to customers in this regard.

Class Activity – Guest Speaker

Trainer arranges for senior management/owner of a venue to visit and:

- Talk to trainees about:
  - What constitutes product knowledge
  - How to gain product knowledge
  - Benefits of having good levels of product knowledge
  - How management knows whether or not staff have acceptable product knowledge
- Present sample documents staff could use to gain product knowledge, such as venue-specific:
  - SOPs
  - Policies
  - Internal advertisements.

Slide

Slide No	Trainer Notes
75.	Trainer advises trainees no-one can possibly know all there is to know about all products and services (product knowledge) for a venue however it is vital that when faced with a situation where they do not know the correct information to give to customers that they: • Never make it up – always tell the truth: legally enforceable penalties apply for misrepresentation and dishonesty in advertising • Apologise for not knowing and offer to find out – a simple statement such as 'Sorry, I don't know but if you can give me a minute I will find out for you' is all that is required • Find out the information needed and then pass it on to the customer as quickly as possible - again with another apology for the delay or inconvenience caused. Perhaps supply a hard copy of the information, too • It is *never acceptable* when faced with a situation where answer is not known to simply smile, shrug and say 'Sorry, don't know' and leave it at that!

Slide

Use industry knowledge to enhance work performance

Using industry knowledge to enhance work:

- Is important

- Is the reason industry information is obtained in the first place

- Is expected by management & customers

- Is easy to do.

Slide 76

Slide No	Trainer Notes
76.	Trainer advises trainees in order for what they have learned to be of some use, they have to put it into practice.
	They have to change what they do based on the new knowledge they have acquired. This is a critical aspect of being diligent in the work they do and stressing both customers expect it and employers expect it identifying in some circumstances, it may be relatively simple and easy for them to implement changes based on new knowledge, but in other cases it may be harder.

Slide

Slide No	Trainer Notes
77.	Trainer indicates to trainees most staff are given guidelines as to what action they can take in the workplace without having to get special permission from management defining this as their 'scope of authority' and explains the scope of authority may relate to:
	• Their ability to act on behalf of the venue – such as making decisions binding on the business
	• Their authority to spend money on behalf of the venue – up to a nominated upper amount
	• Their authority to act in given situations – such as when there is a complaint (as well as in emergencies, accepting bookings, making special deals).
	Trainer highlights to trainees it is a standard industry and workplace requirement they only function within their allocated scope of authority.

Slide

Use industry knowledge to enhance work performance

Using knowledge to improve service can include:

- Providing advice
- Making recommendations
- Giving extra information
- Demonstrating professionalism
- Increasing sales

Slide 78

Slide No	Trainer Notes
78.	Trainer highlights to trainees it will be up to them to determine exactly when and how their product and industry knowledge can be applied indicating the following are some representative examples: • To advise customers of up-coming events, specials the venue is planning to offer • To make recommendations and suggestions when asked for an opinion • To provide additional information which will enhance the customer's appreciation of their stay, the product they have bought or the service they have booked • To demonstrate the professionalism of the business and individual level of professionalism and expertise • To help make sales – employers want staff to be 'order makers, not just order takers' and the use of relevant, accurate and current product knowledge greatly assists in these efforts.

Slide

Slide No	Trainer Notes
79.	Trainer continues giving examples of how product knowledge can enhance workplace performance: • To generate repeat business from customers – these repeat customers are the ones who come back and spend more money in the establishment simply because of knowledge or the service given to them • To generate referral business – referral business comes when satisfied customers tell others about how great the service is and recommend they also do business at the venue • To comply with general operational requirements – which includes meeting all internal policy and procedure requirements as well as all legally imposed statutory obligations • To entice the customer to spend an extra day – where customers are visitors, product knowledge about the local area, attractions can encourage them to extend their stay by an extra day (or two) meaning a substantial increase in revenue from accommodation, food, drink as well as flow-on benefits to local communities, jobs and economies • To answer routine questions customers and guests expect to be answered. **Class Activity – General Discussion** Trainer leads general discussion with trainees asking them: • How can you use product or industry knowledge to enhance work performance? • What are the benefits of doing this? Trainer should write group responses on board for trainees to copy down.

Slide

Slide No	Trainer Notes
80.	Trainer advises trainees a sound working knowledge of other industries in their geographical area is necessary to enable them to provide information to customers to meet their need for local information, or simply to add value to their stay.
	Trainer instructs trainees:
	• 'Other industry' knowledge:
	▪ Can relate to a single business, or a wider industry
	▪ Encourage visitors to visit these industries – which shares local information and makes a lengthier stay more likely
	▪ Adds value and interest to guest stays – increasing chance of repeat and referral business
	▪ Makes visitors more aware about what the region is able to do.

Slide

Slide No	Trainer Notes
81.	Trainer reminds trainees regarding best ways to obtain local information on other businesses: • Visit the industries, view the facilities, look or taste the products, sample the services and talk to management and staff – be a visitor in the local area • Obtain advertising material available for each business – many organisations produce informational literature (brochures, flyers, website information) suitable for learning about what they do • Ask a representative to visit workplace and talk to venue staff about their business – and bring samples of their products, food, beverages for employees to view and taste. **Class Activity – Excursion** Trainer arranges an excursion of the local area to: • Allow trainees to visit 'other industries and businesses' • Obtain promotional materials from the industries and businesses visited • Meet & talk to operators of industries and businesses visited.

Slide

Obtain other industry knowledge to enhance work performance

Other industry knowledge should be captured on:

- Manufacturing
- Government facilities
- Infrastructure
- Entertainment & recreation
- Food, wine & beverage production
- Meetings & events
- Retail.

Slide 82

Slide No	Trainer Notes
82.	Trainer identifies trainees should aim to obtain details about the types of businesses listed on the slide explaining each industry will be covered in more detail on following slides. • Manufacturing • Government facilities • Infrastructure • Entertainment and recreation • Food production • Wine and beverage production • Meetings and events • Retail.

Slide

Slide No	Trainer Notes
83.	Trainer advises trainees each business identified in previous slide will be addressed in more detail on subsequent slides, but highlights for every, trainees should seek to identify basic information such as: • Location of each business – the street address where each one is located • How to get there – using private and public transport • Time to travel – there and back • Time required to visit the business – to view facilities, participate in trips or demonstrations.

Slide

Obtain other industry knowledge to enhance work performance

For the manufacturing industry be able to:

- Identify industry sectors

- Identify maker names

- Describe general manufacturing process

  - Raw materials

  - Stages

  - Equipment used

Slide 84

Slide No	Trainer Notes
84.	Trainer advises trainees in relation to being able to provide useful and interesting information to visitors about their local manufacturing industry they need to be able to:
	• Identify the manufacturing sectors – that is, the products manufactured locally
	• Identify names of local manufacturers
	• Describe the general production process for each manufacturing sector – a *detailed* knowledge is not required but a comprehensive overview of the process involved is important to be able to give visitors an idea of what is involved. Aim to, at least, be able to describe:
	▪ Raw products used and where these come from
	▪ Stages in the production process – and what each stage contributes to the finished products
	▪ Equipment used to produce the items.

Slide

Slide No	Trainer Notes
85.	Trainer continues to advise trainees in relation to being able to provide useful and interesting information to visitors about their local manufacturing industry they need to be able to:
	• Define relevant industry, production and product terms, and words
	• Describe the products produced according to their individual characteristics
	• Identify the volume of products or items produced
	• Identify the export destinations for products
	• Describe the benefit to the local community of manufacturing – in monetary terms and jobs.

Slide

Obtain other industry knowledge to enhance work performance

For local government facilities be able to identify:

- ◉ **Purpose of the facility**
- ◉ **Numbers employed**
- ◉ **Integration with other facilities**
- ◉ **Times for tours or access**
- ◉ **Date built & history**
- ◉ **Security.**

Slide 86

Slide No	Trainer Notes
86.	Trainer advises trainees in relation to being able to provide useful and interesting information to visitors about local government facilities (Prisons,
	Parliament buildings, Law courts, Libraries, Defence facilities, Embassies, Schools, Hospitals) they need to be able to:
	• What each facility does – the reason it is there, the major tasks it performs
	• Number of people employed
	• How it integrates with other government bodies and facilities
	• Times for public tours and access or use – if applicable
	• History of the building or facility – dates and reasons for re-builds, refurbishments, upgrades
	• Security arrangements – especially regarding taking photographs, access, talking to staff.

Slide

Slide No	Trainer Notes
87.	Trainer advises trainees in relation to being able to provide useful and interesting information to visitors about local infrastructure (power generation and roads) they need to be able to:

• Start and expected finish dates

• Amount of money being spent

• Purpose of the work – benefits it will bring to the locals, industry, the country, other countries

• Funding body – indicating, for example, contributions by other countries

• Unique detail of the work – for example (depending on the nature of the infrastructure):

▪ Length of road being made or track being laid

▪ Number of train stations

▪ Amount of power able to be generated

▪ Techniques used specific to local, geographic area

▪ Environmental issues being taken into account

▪ Size and dimensions – such as 'largest in the world', or 'second-largest hydro-electric plant'. |

Slide

Obtain other industry knowledge to enhance work performance

For local entertainment & recreation be able to identify:

- Names, types & locations

- Dates built and opened

- Events held

- Facility inclusions

- Opening times

- Costs.

Slide 88

Slide No	Trainer Notes
88.	Trainer advises trainees in relation to being able to provide useful and interesting information to visitors about local entertainment (such as sporting events, arts, plays, music and public occasions) and recreation attractions (such as amusement and theme parks, activities and leisure pursuits) they need to be able to identify:
	• Names and locations of entertainment and recreation venues – these may include:
	▪ Theatres and cinemas
	▪ Gardens and parks
	▪ Sporting complexes
	▪ Zoos
	• Dates each facility was built as well as venue-specific information such as (as applicable):
	▪ Types of events previously held there
	▪ Seating capacity
	▪ Number of courts, types of animals, special facilities within each venue
	▪ Name of show, displays, activities currently available
	• Opening times and days – including knowledge about days the venue may be closed to the public
	• Cost – to enter, and for tickets, tours and merchandise – including specials or package deals.

Slide

Slide No	Trainer Notes
89.	Trainer advises trainees in relation to being able to provide useful and interesting information to visitors about local food production they need to be able to identify:
	• Names and locations of all businesses – and how long ach business has been established
	• Owners of the business
	• Types of food produced
	• The basic production process – including variations for the production of different food types, styles, raw materials, recipes
	• Where products are sold – domestically and internationally
	• Volumes or quantities produced.

Slide

Obtain other industry knowledge to enhance work performance

- Food use
- Sensory descriptions
- Quality checks
- Opening times
- Cost
- Tasting availability
- Facilities
- Value to local community.

Slide 90

Slide No	Trainer Notes
90.	Trainer continues to advise trainees in relation to being able to provide useful and interesting information to visitors about local food production they need to be able to identify:

- What the foods or finished products are used for
- What items taste like, look like, smell like
- Quality control checks and food safety issues and protocols
- Opening times and days – including knowledge about days the venue may be closed to the public
- Cost – to enter, and for tours and merchandise and for purchase of food
- Whether or not tasting is available – and whether or not a cost is attached
- Facilities at each place – toilets, car parking, screening of a video, lawns and parks
- Value of the industry or food businesses to the local and national economy.

Slide

Obtain other industry knowledge to enhance work performance

For local wine & beverage production be able to:

⦿ Identify same information as for food production

⦿ Differentiate between local wines & beers

⦿ Identify options available for wine tours – visits to wineries & tastings.

Slide 91

Slide No	Trainer Notes
91.	Trainer advises trainees in relation to being able to provide useful and interesting information to visitors about local wine and beverage production (alcoholic and non-alcoholic products) they need to be able to identify:
	• Same as for food production
	• Differentiate between wines including the production of local table wines (still and/or sparkling) as well as aperitif wine (such as sherry) and dessert wine (such as port, muscat, tokay)
	• Local wine tours – wine tourism is becoming very popular.

Slide

Slide No	Trainer Notes
92.	Trainer advises trainees in relation to being able to provide useful and interesting information to visitors about local MICE industry they need to be able to identify:

• Names and contact details of venues available for holding meetings and events

• Types of meetings and events each venue can cater for – including knowledge about specific or significant events each venue has conducted in the past

• General venue details such as:

  ▪ Capacity

  ▪ Number and type of rooms

  ▪ Facilities available

  ▪ Physical relationship or proximity to other businesses and facilities

• General overview of food, beverage, entertainment, support and other services available – use of a current brochure is recommended

• Any relationship the workplace has with these venues – for example, a MICE property may be owned by the same parent company as the hotel or attraction where you work, or there may be a commission payable if the venue introduces someone who converts to a paying client. |

Slide

Obtain other industry knowledge to enhance work performance

Industry types which may attract visitors include:

⊙ **Gold & jewellery**

⊙ **Electronic goods**

⊙ **Clothing**

⊙ **Toys.**

Also inform visitors of shopping precincts & relevant individual businesses.

Slide 93

Slide No	Trainer Notes
93.	Trainer informs trainees some regions have developed a reputation for a certain retail product or group of products and this can be the very reason many visitors come to the region stressing they need to identify the industry types their region is famous for introducing examples of:
	• Gold and jewellery
	• Precious stones
	• Electronic goods
	• Clothing
	• Toys.
	Trainer informs they must also be able to pass on information about:
	• Shopping precincts:
	▪ Where they are and how to get to them
	▪ Goods available
	▪ Shops to avoid
	▪ Guided shopping tours.
	• Individual businesses:
	▪ Hours of trade
	▪ Special discounts available
	▪ Commissions payable to referring properties.

	Class Activity – Small Group Exercise
	Trainer divides class into small and allocates each group one 'other industry' as presented on the slides, and asks each group to:
	• Prepare an information sheet about the industry they have been allocated that could be used by staff as the basis for providing local industry/business knowledge to visitors.

Slide

Slide No	Trainer Notes
94.	Trainer indicates to trainees where there are local or national requirement relating to the purchase and removal of items from the country, visitors must be made aware of these explaining issues of this nature may relate to: • Levying of a tax for taking items out of the country • Prohibition on taking certain items out of the country • Reimbursement to tourists of monies paid for goods and service/value added tax or similar • Collection of goods after payment has been made • Proof of purchase and documentation stating value of items purchased and date of purchase. **Class Activity – Guest Speaker** Trainer arranges for shop owner to attend and talk to trainees about: • Relationship between shops and accommodation venues • Referrals and commission payment or other 'gifts' • Discounts available for house guests and for staff • Legal requirements applying to purchase of goods by international purchasers • Ways to remit products to an overseas country.

Slide

Slide No	Trainer Notes
95.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Slide No	Trainer Notes
96.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Slide No	Trainer Notes
97.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Slide No	Trainer Notes
98.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Summary – Element 1

- Understand the requirements of your job & your employment

- Identify the expectations other have about your position

- Develop & demonstrate a strong work ethic

- Create extensive, accurate & comprehensive product and local knowledge

Slide 99

Slide No	Trainer Notes
99.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Slide No	Trainer Notes
100.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Slide No	Trainer Notes
101.	Trainer identifies for trainees the Performance Criteria for this Element, as listed on the slide.
	Class Activity – Discussion
	Trainer asks trainees questions regarding their experiences and knowledge about legal and ethical industry issues:
	• What legal issues do you think have impacted on the industry in the past?
	• What legal issues do you think are impacting on the industry today?
	• What legal issues do you think are likely to impact on the industry in the future?
	• What ethical issues apply to the industry?
	• What is the importance of organisations meeting legally imposed obligations?
	• Why is it important for venues to demonstrate they are adhering to industry-accepted ethical standards and requirements?
	• What are the consequences of not meeting or complying with legal requirements and ethical standards and behaviours?

Slide

Obtain information on legal & ethical issues

It is critical to:

- Comply with legal requirements
    - To avoid fines & other penalties
- Meet ethical requirements
    - To avoid loss of business
    - To generate positive word-of-mouth advertising.

Slide 102

Slide No	Trainer Notes
102.	Trainer states to trainees the importance of complying with legal and ethical requirements cannot be too strongly emphasised for all employees in all industry venues/businesses, and failure to meet legally imposed obligations can result in fines (to trainees and the business) as well as other penalties including (for serious breaches) closure of the business.
	Trainer further advises trainees failure to observe applicable ethical standards can result in extremely negative customer reactions which will lead to bad word-of-mouth advertising and consequent loss of business highlighting it is vital for trainees to ensure they are aware of the most up-to-date legal requirements.

Slide

Obtain information on legal & ethical issues

'Laws' = principles, rules & standards established to regulate society

- Immigration
- Taxation
- Employment
- Liquor licensing.
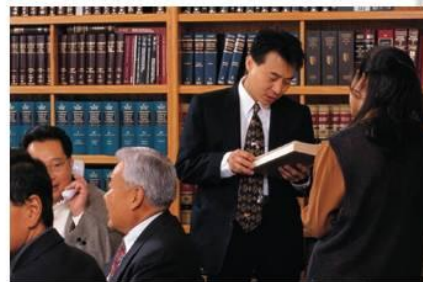
Slide 103

Slide No	Trainer Notes
103.	Trainer explains to trainees laws are a set of principles, rules and standards established by government or authorities and enforced by the courts for the regulation of behaviour in society, and the protection of members of society and their property. Trainer stresses businesses and staff are obliged to comply with all legal requirements.
	Trainer presents to trainees laws may be local, regional or national and can be expected to address issues such as:
	• Immigration – covering work permits, visas and entry to the country
	• Taxation – covering personal and other types of taxes, the applicable rates and hoe they are applied
	• Employment – covering requirements relating to engaging staff.
	• Liquor licensing – providing rules and regulation relating to the provision of alcohol in the industry.

Slide

Slide No	Trainer Notes
104.	Trainer continues to present to trainees examples of legislation they (and businesses) must comply with:
	• Planning and building – giving directions about building codes, protection of heritage sites and instructions about the location of certain industries in nominated areas
	• Criminal laws – providing offences and punishments where people or businesses breach legislation
	• Health – which embraces OHS as well as food safety, and requirements relating to tobacco
	• Gaming – providing laws about the types of gambling that is legal, together with directions about how, where and when it may take place as well as the controls governing its operation
	• Corporate laws – giving rules and regulations for how companies must operate, and setting out (for example) the need for them to demonstrate 'due diligence' in their activities, to observe ethical conduct requirements, and to report according to given conventions.

	Class Activity – Guest Speaker
	Trainer arranges for a senior manager or business owner to visit trainees and discuss:
	• Laws they must comply with in business
	• How they ensure staff also comply with required legislated obligations
	• Penalties for failing to comply
	• The positive impacts of complying with laws
	• How they become aware of changes to legislation with which they must comply.

Slide

Obtain information on legal & ethical issues

Legal issue – 'Consumer protection':

⊙ **Laws impose requirements on businesses to protect customers from unfair action by businesses:**

- All advertising must be truthful

- Goods must be 'fit for purpose'

- Customer is protected if a product fails or is sub-standard

⊙ **This law prevents businesses from taking unfair advantage of customers.**

Slide 105

Slide No	Trainer Notes
105.	Trainer presents to trainees information regarding consumer protection legislation issues highlighting:
	• These address the responsibility imposed on businesses to protect the interests of the consumer from unconscionable activities and illegal action. For example:
	▪ It is a standard requirement all advertising (verbal, printed or in the media) be truthful, not misleading and fully discloses any negatives that can be expected to reasonable influence a buying decision a customer might make
	▪ Goods and services provided must be fit for the purpose they are intended
	▪ The customer is entitled to a refund (or other protection) if the items provided fail or are sub-standard in any way.

Slide

Obtain information on legal & ethical issues

Legal issue – 'Duty of care':

- ◉ **Businesses & staff have a responsibility to ensure the safety of people while on the premises**

- ◉ **Fines or imprisonment may apply for failing to discharge duty of care**

- ◉ **Aim is to avoid causing 'foreseeable harm'**

- ◉ **Breach of duty of care can give rise to 'negligence' claims.**

Slide 106

Slide No	Trainer Notes
106.	Trainer advises trainees 'Duty of Care' creates responsibility on all employers and businesses to provide a safe venue and to take appropriate care and action to make sure staff, customers and members of the public are not injured while at the venue (and, in some cases, after the patron has left the venue).
	Trainer states:
	• Where a business (or staff member) breaks the law they may be penalised (by fine or imprisonment) under the criminal law
	• Under 'duty of care' obligations all venues and staff must take action to avoid foreseeable harm or injury occurring to customers
	• In addition, the action/inaction that gave rise to the offence may also form the basis of a civil action for, for example, negligence.

Slide

Slide No	Trainer Notes
107.	Trainer asserts to trainees Equal Opportunity (EO) and anti-discrimination legislation is a significant consideration in many venues stating the intention of this legislation is to ensure people are not victimised – or discriminated against – because of their age, gender, race, disability, or sexual preference in the areas of employment, the provision of goods and services or membership of a club.
	Trainer explains in practice, under this legislation (where it exists), this means:
	• A hotel/venue cannot refuse accommodation, meals or drinks to a person on the basis of their age, gender, race, disability, or sexual preference
	• A club cannot refuse to allow a person to become a member based on their age, gender, race, disability, or sexual preference
	• An organisation cannot refuse to give a job to someone based on their age, gender, race, disability, or sexual preference.

Slide

Slide No	Trainer Notes
108.	Trainer explains to trainees 'workplace relations' refer to the relationship between the employer and the employees in the workplace stating it may also be referred to as 'industrial relations' (IR).
	Trainer informs trainees changes to workplace relations are relatively common (that is, they happen regularly) where existing IR legislation, terms and conditions of employment, and instruments of employment are subject to amendment or repeal through the efforts of the government, employer bodies or unions.
	Trainer identifies workplace relations embrace a wide range of issues such as:
	• Pay rates
	• Holidays
	• Allowances
	• Penalty rates
	• Dispute resolution.

Slide

Obtain information on legal & ethical issues

Legal issue – 'Privacy':

⦿ Must not disclose customer information about:

  • Name & address

  • Contact details

  • Buying habits

  • Marital status

  • Method of payment.

Slide 109

Slide No	Trainer Notes
109.	Trainer indicates to trainees privacy is an on-going issue in the industry and there is an obligation on operators and venues not to release confidential information about their customers (without their express consent). Trainer explains to trainees this means it is standard not to release information about customer: • Name – any part of • Address – including other contact details (fax; email) • Phone number – home, business, cell • Buying habits - that is, items (products or services) bought, quantity, dates of purchase • Marital status • Methods of payment – used to buy products and services including cash, check, credit card.

Slide

Obtain information on legal & ethical issues

Legal issue 'Child sex tourism':

- Sexual exploitation of children by tourists includes procuring children for:
  - Child pornography
  - Child prostitution
  - Child sexual abuse.

Slide 110

Slide No	Trainer Notes
110.	Trainer stresses to trainees the importance of preventing child sex tourism emphasising it is critical all employees are aware of, and implement, activities intended to prevent the sexual exploitation of children by tourists. Trainer explains child sex tourism (sexual exploitation of children by tourists) includes procuring children for sexual purposes which includes: • Child pornography • Child prostitution • Child sexual abuse. Trainer reminds trainees many tourists visit the country expressly for the purposes of child sex as they believe it is easier and safer to engage in these activities overseas than it is in their home country.

Slide

Slide No	Trainer Notes
111.	Trainer urges trainees to be alert to suspicious tourist behaviours which may indicate the potential or intention for child sex which may include:
	• Tourist taking local children to their hotel room, a restaurant, a private place or an outing
	• Tourist being very affectionate with local children
	• Tourist touching local children inappropriately
	• Tourist giving excessive gifts or money to local children
	• Tourist asking hotel and travel staff where they can locate children for sex
	• Tourist leaves sexually explicit images of children in their hotel room, or views sexually explicit images of children at an internet café.
	Class Activity – Guest Speaker
	Trainer arranges for representative from industry peak body to attend and talk to trainees about:
	• Legal issues they need to be aware of and comply with
	• Penalties for not complying
	• Ways to maintain currency with legally imposed requirements
	• Reasons certain laws are in place.

Slide

Obtain information on legal & ethical issues

Ethical issue – 'Confidentiality':

⦿ **Must keep business details & information to yourself:**

- Security
- Levels of trade
- Purchases made
- Occurrences.

Slide 112

Slide No	Trainer Notes
112.	Trainer starts to advise trainees about 'ethical issues' in the industry.
	Trainer introduces concept of 'confidentiality' explaining it is related to Privacy.
	Trainees are, in general terms, under an obligation (in addition to customer privacy requirements) to keep information about the business confidential.
	If they become aware of information about the business they are expected to keep this information to themselves and not disclose it to anyone (including family, friends and even other staff members).
	Trainer identifies to trainees the matters about which they are expected to maintain confidentiality include:
	• Details about in-house security – including alarm codes, security procedures, combinations of safes, routes taken by security patrols and timing of patrols
	• Details about trade – including amount of revenue the venue (or a department) generates, the volume of liquor sold, the number of meals sold, occupancy rates, and staffing levels
	• Details of purchases made by the organisation – including volumes bought, amount of money the business spends, commercial arrangements the business has been able to negotiate with suppliers, method of payment used, and timing of payments
	• Occurrences within the premises – which might include fights, incidents where authorities have been involved (such as attendance by police, ambulance, doctors, OHS officials), problems where customers have been involved, staff dismissals, and emergency situations including hold-ups.

Slide

Slide No	Trainer Notes
113.	Trainer explains to trainees not all premises will be involved with commissions but where they are, certain ethical issues apply, including:
	• All commissions should be paid promptly to businesses that direct business/bookings to the premises
	• Commissions should be fully and honestly disclosed where requested or required
	• Only the approved commissions should be levied
	• Appropriate documentation should support both the receipt and payment of commissions.

Slide

Obtain information on legal & ethical issues

Ethical issue – 'Overbooking':

- Common practice

- Adhere to venue limits and percentages

- Make alternative arrangements where it looks as if all guests will arrive – to 'bump' guests

- 'Guaranteed' bookings will not be bumped.

Slide 114

Slide No	Trainer Notes
114.	Trainer presents to trainees 'overbooking' is a common industry practice but the way it applies (or even *if* it applies) will vary between premises.
	Overbooking is a situation where the property accepts bookings for more rooms (or tables) than are available, based on their history with the number of 'No Shows' they have experienced.
	Trainer explains (as an example) a property with 100 rooms may have an overbooking policy allowing them to take bookings on any one day for 110 rooms because traditionally they experience a 10% rate of people who do not arrive even though they have made a booking. Where all guests arrive as booked, the property then has to make other arrangements for them. This can cause embarrassment and a loss of reputation for the venue, and frustration and anger for those who cannot be accommodated as expected (especially where they have received confirmation of their booking).
	Trainer states when a property believes it is going to experience an overbooking situation (that is, a situation where all bookings are going to arrive) they usually start phoning other properties (of similar standard and price) to arrange to 'bump' guests to that location. The property will apologise, and often pays for any transport (taxi fares) needed to move the guests from one venue to another: they may also offer some other form of goodwill gesture such as a free meal, or a discount on the guests' next stay.

	Trainer suggests trainees check with their supervisor before engaging in any overbooking activity to make sure they are authorised to do so, and to verify the approved level of overbooking.
	Trainer further advises guests can ensure they will be accommodated if they *guarantee* their booking by supplying their credit card details and agree they will pay the tariff even if they do not arrive or use the room.

Slide

Slide No	Trainer Notes
115.	Trainer suggests to trainees this is a potentially complex issue and one which varies between venues and even *within* the same venue.
	Pricing (for goods and services) can also vary between times of the year or the time of day.
	Accommodation properties generally charge premium (high) rates during peak seasons (such as holiday times and traditional periods when there is a high level of bookings) and many bars feature a Happy Hour at set times.
	Trainer presents ethical matters relating to pricing include:
	• Charging customers for all products and services they can legitimately charged for – but making sure they are not charged for items provided free-of-charge (such as inclusions involved in package deals), or for items obtained by another customer
	• Offering and allowing discounts that are appropriate to individual customers – and not allowing discounts to people who are not entitled to them
	• Ensuring staff members are charged for products and services they receive – many properties will allow a staff discount but generally speaking staff are not allowed to use/have products or services for free (FOC = Free of charge)
	• Ensuring prices quoted to customers are correct and not deliberately or misleadingly low in order to encourage people to attend the venue only to find, on arrival, prices are actually higher than quoted
	• Keep promises made in relation to prices – this needs to be discussed with management but many properties will honour a quote given to customers even where the business will suffer a loss as a result of doing so.

Slide

Slide No	Trainer Notes
116.	Trainer explains tips are also known as 'gratuities' and two common approaches to staff tips exist:
	• Tips are pooled – this means all the tips from all staff (perhaps all staff within the venue, or just all staff within a department) are pooled together and then split up (equally or according to some agreed ratio) at the end of the shift, day, week
	• Tips received become the sole property of those to whom they are given – this means there is no sharing
	• Some venues will include in their advertising 'Tipping is not allowed' or some similar phrase to indicate to guests there is no need for them to tip staff.

Slide

Obtain information on legal & ethical issues

- Never give impression a tip is expected
- Never show disappointment is a tip is not received
- Never allow service to suffer if a tip is not received
- Always thank guest for leaving a gratuity.

Slide 117

Slide No	Trainer Notes
117.	Trainer continues presenting information to trainees about 'tipping' highlighting guests are never obliged to give a tip and noting in relation to tips it is imperative:
	• Trainees do not give the impression to customers a tip is expected
	• Trainees do not show annoyance if a tip is not forthcoming from a customer – subsequent service to the customer (or other customers) must also not suffer as a result of the customer not giving a tip
	• All tips must be recognised and acknowledged, regardless of how little the tip might be – always thank the guest in a sincere fashion.

Slide

Slide No	Trainer Notes
118.	Trainer advises trainees many venues conduct 'familiarisations' designed to allow people a chance, free of charge, to visit, view and experience the venue.
	Trainer identifies to trainees:
	• These familiarisations are usually restricted to potential customers, and media who can influence people to visit the venue – they cannot be given to friends and family
	• They are marketing and promotional tools – used strategically to generate customers
	• There is usually a need to have such familiarisations approved by management – before they are offered
	• May include 'everything' – or limited items. For example, the familiarisations may not include beverages, but may include food and accommodation (or any combination of these). The level & nature of inclusions can depend on the person receiving the familiarisation trip or package.

Slide

Slide No	Trainer Notes
119.	Trainer explains to trainees that any gifts given to the venue by suppliers are the property of the venue and cannot be taken by staff or deemed to be their personal property.
	If staff take these items it is theft and they can be dismissed and legal proceedings may hollow.
	Trainer further highlights to trainees, staff:
	• Cannot take/use guest giveaways (such as in-room amenities – shampoo; tissues; soap; milk) for their own purposes
	• Amenities must be used in strict accord with internal protocols – for example, only two shampoos or one pack of tissues per room
	• Must clearly identify items that can be given away – which may include a drink, a dessert, a voucher for a nominated service, product or monetary amount
	• Only provide FOC items for designated situations – such as to apologise for poor service, to show goodwill following a bad meal, to soothe a customer in relation to a less than satisfactory stay (perhaps due to noise made by other guests, in-room facilities that did not work properly, having to room the guest in a room other than the one booked or promised)
	• The reporting to accompany such gifts or FOC service – so their use can be tracked and accounted for.

Slide

Slide No	Trainer Notes
120.	Trainer highlights to trainees the basics in relation to making product or service recommendations to potential customers are:
	• Do not be pushy – it is OK to try to sell but it is not OK to be overly persistent, intrusive, rude or to put pressure on people to make a purchase
	• Be honest in everything said – always tell all the truth, all the time: telling a half-truth is not acceptable. It is also not acceptable to omit 'negative' points about something being sold or described
	• Ask the customer for their needs, wants and preferences including relevant buying parameters – how much do they want to spend? What view from the room are they looking for – do they want to overlook the ocean or the city/mountains? Do they prefer chicken or fish? Red or white wine?

Slide

Obtain information on legal & ethical issues

⊙ **Match recommendations to identified needs & parameters**

⊙ **Speak from personal experience**

⊙ **Give people time to consider**

⊙ **Get them involved, if possible.**

Slide 121

Slide No	Trainer Notes
121.	Trainer continues to provide information or advice to trainees in relation to providing recommendations to customers about products and services:
	• Match identified customer needs, wants and preferences to the products and services that recommended – the idea is to offer and promote something to complement what the customer wants
	• Try to speak from personal experience about the product or service – first-hand knowledge always comes through as being most influential and believable
	• Give people time to consider their options – never rush them. Let them consider what they have been told
	• Consider *practical* involvement – 'telling' people about something is good, but it is better if they can be involved. For example:
	▪ Can they be given a taste of an item?
	▪ Can they have a look at the room?
	▪ Can they be given a go with whatever it is?

Slide

Slide No	Trainer Notes
122.	Trainer stresses to trainees it is not enough for them to know what should be done in the workplace – they have to put that knowledge into practice as appropriate to the individual needs of their workplace and their personal work role.
	Trainer presents to trainees these requirements apply to:
	• Food safety – and safe food handling protocols
	• Liquor – regarding how, when, where and to whom it can be served
	• Gaming – relating to responsible gaming protocols.

Slide

Slide No	Trainer Notes
123.	Trainer presents to trainees several basic requirements relating to safe food handling legislation:
	• Not water down of beverages – cannot dilute spirits by adding water
	• Not substitute one brand of liquor for another – cannot pour Brand X into a bottle labelled as Brand Y; cannot serve brand A and claim it is Brand B
	• Use clean plates, glasses, equipment – 'clean' means free from visible contamination and odour
	• Keep prepared potentially hazardous hot food at or above 60ºC – out of the Temperature Danger Zone (5ºC - 60ºC) to minimise potential for bacterial contamination
	• Keep cold potentially hazardous prepared food at or below 5ºC – as above.

Slide

Slide No	Trainer Notes
124.	Trainer continues to present safe food handling practices trainees should apply in their work: • Avoid cross contamination – that is, the contamination of safe food by already contaminated food, equipment, utensils • Keep high risk food (that is, potentially hazardous food) out of the Temperature Danger Zone (5ºC - 60ºC) – to the greatest extent possible, whether before and during preparation, in storage or when on display • Keep food covered – to guard against airborne and other contamination • Exclude pests and rodents from food areas – to assist with eliminating sources of contamination. • Stay away from food handling duties if ill – get a doctor's certificate stating safe to return to work as a food handler • Wear correct uniform – to protect food against contamination.

Slide

Conduct work in accordance with legal obligations & ethical practices

- Control hair
- Never cough or sneeze over food
- Wash hands frequently & when required
- Do not wear nail polish
- Store & rotate food correctly (FIFO).

Slide 125

Slide No	Trainer Notes
125.	Trainer continues to present safe food handling practices trainees should apply in their work:

- Keeping hair tied back – wear a hat when handling food
- Do not cough or sneeze over food – to avoid contamination, cover mouth and nose when sneezing and coughing
- Wash hands when required – such as after using the toilet, a handkerchief or tissue, rubbish, in between handling raw meat, fish or chicken and cooked/ready-to-eat food
- Food handlers should not wear nail polish – including *clear* nail polish
- Store and rotate food stock correctly – using the First In, First Out method of stock rotation.

Trainer adds relevant local/host country requirements applying to safe food service and handling.

Trainer notes fuller food handling requirements are covered in the unit 'Comply with workplace hygiene procedures'.

Slide

Conduct work in accordance with legal obligations & ethical practices

Legal liquor service requirements may include:

- Not serving drunks
- Not serving minors
- Only trade when licensed to do so
- Serve liquor responsibly
- Monitor patron behaviour
- Refuse service where necessary.

Slide 126

Slide No	Trainer Notes
126.	Trainer indicates to trainees the legal requirements in relation to service of liquor highlighting basic requirements may include: • Not serve intoxicated customers • Not serve minors with alcohol – subject to situations where the law allows this to happen. For example, in countries or situations where it is legal to serve minors with alcohol while they are partaking in a meal and are in the company of a parent, guardian or spouse • Comply with designated trading hours – for the sale and supply of liquor • Serve alcohol responsibly to avoid intoxication by patrons – never encourage excess consumption or offer irresponsible promotions to encourage excess consumption • Monitor patron behaviour – and levels of intoxication • Refuse service where necessary – and remove patrons from the premises. Trainer adds relevant local/host country requirements applying to liquor service.

Slide

Conduct work in accordance with legal obligations & ethical practices

Legal requirements relating to gaming may include:

◉ **Obtain necessary certificate/licence**

◉ **No minors**

◉ **Not gambling while on duty**

◉ **Wearing identification**

◉ **Not lending money**

◉ **Providing problem gambling advice.**

Slide 127

Slide No	Trainer Notes
127.	Trainer presents to trainees the legal requirements in relation to gaming highlighting basic requirements may include:
	• Obtaining the necessary industry licence – to allow staff to perform gaming duties
	• Preventing minors participating in gaming – or entering gaming areas
	• Not playing gaming machines or betting while on duty, if applicable
	• Wearing necessary identification – when on duty
	• Not loaning any money – or extending credit, to gaming patrons
	• Providing problem gambling advice to patrons, on request – regarding agencies who can assist problem gamblers.
	Trainer adds relevant local/host country requirements applying to gaming.
	Class Activity – Guest Speaker
	Trainer arranges for a visit by officials representing food safety, liquor and gaming to visit and:
	• Talk to trainees about the basic legal requirements for their area
	• Explain how to comply with legal requirements
	• Identify how and where trainees can explain more information
	• Identify penalties for failing to comply with legislated requirements
	• Distribute learning materials relevant to their subject area
	• Share contact details to enable future communication and networking.

Slide

Slide No	Trainer Notes
128.	Trainer introduces the concept of workplace rights and responsibilities explaining both employers and employees have rights and obligations.
	Trainer identifies to trainees employer responsibilities include:
	• Complying with occupational health and safety regulations – to provide a safe workplace for staff and a safe venue for the public
	• Monitoring patron/crowd safety and behaviour – including customer behaviour 'in and around' the premises
	• Providing equal and fair services to all people in accordance with EO legislation
	• Paying relevant taxes and fees associated with the operation of the establishment – such as taxes, fees for licences, rates, charges.

Slide

Slide No	Trainer Notes
129.	Trainer continues to identify to trainees employer responsibilities:
	• Ensuring appropriate insurance is taken out to cover workers and patrons – such as workers' compensation insurance and public liability insurance
	• Offering products and services that conform to what is advertised – and is fit for the purpose it is intended
	• Being a responsible corporate citizen and community member – by actions such as buying locally, employing local people, paying accounts on time, participating in local events, contributing to the local community.

Slide

Slide No	Trainer Notes
130.	Trainer identifies to trainees the rights they have in the workplace: • Being paid, and working under conditions in-keeping with awards or other employment instruments • A workplace free of discrimination – including equal access to training, promotion, resources and information • A safe and secure working environment – including freedom from bullying and harassment of all types (including sexual harassment) from both employer and fellow employees.

Slide

Conduct work in accordance with legal obligations & ethical practices

Employee responsibilities include:

- Undertaking allocated tasks
- Not acting in a discriminatory manner
- Adhering to all legislated requirements
- Representing the best interests of the employer

Slide 131

Slide No	Trainer Notes
131.	Trainer identifies to trainees the responsibilities they are under in the workplace: • Undertaking duties as they apply to their employment category – and not being expected to perform tasks in other areas • Not acting in a discriminatory manner – towards their employer, colleagues or customers • Adhering to the regulations set out in OHS legislation – which should be displayed in the workplace so staff are aware of their obligations • Representing the best interests of the business – in their everyday working practice and in everything they say about the business.

Slide

Conduct work in accordance with legal obligations & ethical practices

⊛ **Working to the best of your ability**

⊛ **Maintaining commercial confidences**

⊛ **Being accountable for all money received**

⊛ **Obeying lawful directions from management**

⊛ **Following workplace policies & procedures.**

Slide 132

Slide No	Trainer Notes
132.	Trainer continues to identify to trainees the responsibilities they are under in the workplace:
	• Working to the best of their ability – ensuring their practice is the best they can do. Staff are obliged to 'do their best' in all the work they do
	• Keeping commercial information in confidence
	• Being responsible and accountable for all money received on behalf of the business – all money received must be passed on to the venue
	• Obeying all lawful instructions from management – even if these instructions extend outside their traditional workplace role. Staff are not obliged to follow any direction from management that requires them to break the law
	• Complying with workplace policies and procedures – including all applicable legislated requirements and all relevant Codes of Practice.

Slide

Conduct work in accordance with legal obligations & ethical practices

Employers expect you to:

◉ Arrive on time

◉ Be dressed ready to work when you arrive

◉ Be diligent

◉ Not use workplace resources for personal use

◉ Take schedule breaks

◉ Only leave when work is finished

◉ Use initiative & common sense.

Slide 133

Slide No	Trainer Notes
133.	Trainer reminds trainees employers will have certain expectations regarding staff performance.
	All employers will expect them to display an acceptable work ethic meaning they must:
	• Arrive for work 'on time' – in practice this means arriving 10 – 15 minutes early
	• Be dressed and ready for work when on arrival – as opposed to arriving on time and then having to get ready
	• Be diligent in all the work you do – give work the attention it deserves and work to the best of individual ability
	• Never use workplace resources for own use or benefit – this includes making telephone calls, food, drinks and any guest products supplied to rooms
	• Only take scheduled breaks – and return to work on time
	• Never leave work until required jobs are completed – or until told to do so by the employer
	• Use initiative and common sense to determine work to be done and the sequence in which it must be done – there is always a need to actively 'consider.

Slide

Slide No	Trainer Notes
134.	Trainer explains to trainees in addition to work ethic expectations and practices there are additional practical actions necessary to apply ethical practices in the workplace:
	• Follow all established policies and procedures for the organisation – these will reflect legal requirements and industry standards
	• Never discriminate against anyone in the workplace – colleague or customer
	• Observe privacy and confidentiality requirements – keep business and customer details secret. Never release them or tell anyone about them
	• Always deal with people honesty – in every instance, no exceptions. Suppliers, colleagues, management and customers:
	▪ Never tell an untruth
	▪ Never over-charge
	▪ Never rip anyone off
	• Keep promises made – be careful about making promises but always keep any promises that are made: it is always best to 'under-promise and over-deliver' than the other way round.

Slide

Conduct work in accordance with legal obligations & ethical practices

- Treat people with respect
- Hand in all 'lost & found' items
- Never ignore customers
- Do the job you are being paid to do
- Never complain to customers or colleagues.

Slide 135

Slide No	Trainer Notes
135.	Trainer continues to identify and describe additional practices trainees are expected to apply in order to better meet industry ethical standards and requirements: • Treat people with respect – this applies to colleagues and customers: speak respectfully, and take cultural differences into account • Hand in all 'lost and found' items – they cannot be kept and treated as personal property • Never ignore customers – everyone's job is to help customers: offers of assistance should be made rather than waiting for requests for help or advice to be made. Without customers there are no jobs • Do the job management is paying to be done – and then look to do a little bit more • Do not complain – work without complaining. If something is upsetting, talk to management as opposed to complaining to colleagues or customers.

Slide

Slide No	Trainer Notes
136.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Slide No	Trainer Notes
137.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Slide No	Trainer Notes
138.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Slide No	Trainer Notes
139.	Trainer identifies for trainees the Performance Criteria for this Element, as listed on the slide. **Class Activity – Discussion** Trainer asks trainees questions regarding their experiences and knowledge about up-dating hospitality industry knowledge: • Why do you think it is important for industry information to be kept up-to-date? • What aspects of industry knowledge need to be updated? • How can necessary industry information be updated? • What are industry issues you may need to maintain updated knowledge about? • How can you share updated knowledge with colleagues? • How can you share updated knowledge with customers?

Slide

Slide No	Trainer Notes
140.	Trainer stresses to trainees it is important for them to be up-to-date with the ever-changing industry in which they work.
	Trainer indicates
	• The need for up-to-date information can apply to an individual property, a particular sector, or about the industry in general
	• Having information about the industry and applying it to daily practices can boost career opportunities in the future, and enhance the experience of guests
	• Information is worthless if it is not *applied* and *shared* so it is important to incorporate it into daily work.

Slide

Identify & use opportunities to update industry knowledge

Industry issues to monitor & find updated information about include:

⦿ Changing & emerging trends

⦿ New techniques & practices

⦿ New equipment, technologies & systems

⦿ New recipes

Slide 141

Slide No	Trainer Notes
141.	Trainer indicates to trainees when seeking to update general industry knowledge they should seek to identify and address a wide range of issues such as:
	• Changing and emerging trends – relating to visitor patterns, needs, wants and preferences
	• New techniques and practices – as they apply to the industry, other venues and the workplace, to help deliver better service and products
	• New equipment and technology – being integrated into the workplace and industry
	• New recipes – for meals and drinks.

Slide

Identify & use opportunities to update industry knowledge

- Marketing & promotion initiatives
- Legislative changes
- Market research findings
- What is happening at your competitors.

Slide 142

Slide No	Trainer Notes
142.	Trainer continues to identify for trainees aspects of the industry they should strive to keep up-to-date about:
	• Initiatives relating to advertising, marketing and promotion – in-house and in the general media
	• Changes to legislation, regulations, codes of practice, accords, licensing requirements that apply to work role and to the next position in terms of career advancement
	• Market research information – as it applies to workplace guests. This may be gathered as a result of in-house research or may be obtained through a third-party such as an industry association or peak industry body
	• Activities the opposition is undertaking – to attract customers or to meet competition in the marketplace.

Slide

Identify & use opportunities to update industry knowledge

Learning opportunities to update industry knowledge:

- On-the-job feedback & information from others
- Staff meetings & briefings
- Formal studies
- Industry training
- Monitoring the media & internet

Slide 143

Slide No	Trainer Notes
143.	Trainer identifies for trainees a range of learning options available to them which will enable them to update their general industry knowledge:
	• On-the-job opportunities – using personal observation of guests and feedback from customers to gain knowledge
	• Staff meetings and briefings – these are common ways for management to share relevant information including staff notice boards, staff e-mails, staff newsletters are also used
	• Undertaking advanced formal studies – to obtain formal qualifications and learn more about specific areas of interest
	• Participating in training courses and seminars – as organised by industry associations, government departments, or by suppliers
	• Keeping tuned in to TV, cable, electronic media and the Internet – efforts should be targeted to specific industry sites, articles. It useful to bookmark relevant sites and visit them regularly.

Slide

Identify & use opportunities to update industry knowledge

- Subscribing to industry reading materials
- Joining an industry association
- Attending industry events
- Trying something new
- Visiting competing businesses.

Slide 144

Slide No	Trainer Notes
144.	Trainer continues to identify for trainees a range of learning options available to them which will enable them to update their general industry knowledge: • Subscribing to hospitality journals, newsletters and periodicals – these are industry publications and always carry articles of interest, interviews with industry personnel and relevant industry facts and trends • Becoming a member of an industry association – and actively participating in meetings, reading their publications, contributing to any research they undertake • Attending industry functions, product launches or promotions – not only to network but to learn about the products and services are on show, being presented and/or currently emerging into the marketplace • Trying something new – always let management know about eagerness to learn and volunteer for different jobs in the workplace to gain a diversity of experience and skills. This is beneficial for becoming multi-skilled and gaining useful experience which can be of benefit when applying for higher positions • Taking time to visit the opposition – to see what they are doing, to check out their levels of service, to identify the promotions they are running and to determine if anything they are doing can be effectively transferred to the host venue.

	Class Activity – Guest Speaker
	Trainer arranges for a senior staff member in a venue to visit and talk to trainees about:
	• The importance of having up-to-date industry and venue information
	• How such information can assist customers, the venue and themselves (in terms of career, promotion)
	• Where they source updated industry information
	• Personal anecdotes associated with not having up-to-date industry information.

Slide

Slide No	Trainer Notes
145.	Trainer tells trainees it is vital they monitor current issues of concern to the industry because these issues have the potential to impact their jobs and their customers/venue.
	Trainer identifies to trainees the traditional ways to monitor industry issues include:
	• Attend all meetings where attendance is required – meetings are often called at work, but all too often staff elect deliberately not to attend and consequently miss out on vital information
	• Read the memos – many workplaces will use memos to notify staff of emerging or on-going issues, many staff ignore these at their peril
	• Monitor the media – keep an eye on the media, and take time to read, listen and watch as the case may be. This often provides an indicator of an emerging local, current concern
	• Fine-tune the personal radar – whenever anything, anywhere is seen/heard relating to any aspect of the industry, focus on it for a moment to identify whether or not it is worth further time and attention, monitoring, following up or questioning.

Slide

Slide No	Trainer Notes
146.	Trainer continues to identify to trainees the traditional ways to monitor industry issues: • Form their own informed opinion – discuss and debate issues with colleagues and management with a view to understanding the total picture to enable development of personal views • Talk to supervisors and management – to identify what they see as issues affecting the industry and the venue • Talk to customers – to identify what they regard as issues for the industry as they impact on users • Read the newsletters and updates from industry groups and government agencies – these are another prime source to identify industry issues.

Slide

Monitor current issues of concern to the industries

Industry issues can be caused by:

⊙ **The economy – local, national, international**

⊙ **Environmental issues**

⊙ **Terrorism**

⊙ **Weather**

⊙ **Technological change**

⊙ **Legislated changes.**

Slide 147

Slide No	Trainer Notes
147.	Trainer identifies for trainees the causes of issues of concern for them, and the industry, will change over time.
	The marketplace, and the industry, are dynamic and all the factors at play are constantly interacting with each other and creating new problems and new opportunities.
	Trainer indicates to trainees the business environment the venue is experiencing and operating in today is hugely different from a decade ago and these differences are caused by individual factors or a combination of factors such as:
	• The state of the economy – interest rates, currency exchange rates, levels of employment, both locally, nationally and internationally
	• Environmental considerations or concerns – 'sustainability' and 'eco-tourism' are major factors today
	• Terrorism – this impacts on every venue in both visible ways and many 'behind the scenes' ways
	• Weather – there is always a strong relationship between weather and travel patterns of visitors
	• Technological changes – especially the introduction of new systems and facilities driven by improvements and initiatives in technology
	• Legislative changes – introduced to govern the hospitality and travel/tourism industries: the government always has the potential to change laws impacting on the local industry as well as potential international visitors.

Slide

Monitor current issues of concern to the industries

Issue of concern - government initiatives:

- Campaigns to promote certain industries
- Funding for training
- Campaigns to attract foreign or other workers
- Amending legislated obligations & requirements.

Slide 148

Slide No	Trainer Notes
148.	Trainer explains to trainees given that issues of concern will vary over time, the following are examples of things commonly giving rise for concern – some of these initiatives can pose *threats* to a business and others may open up *opportunities:*

Government initiatives:

- Governments sometimes create initiatives in response to industry pressure, or in order to redress what they see as negative factors impacting the industry or society – examples include:
  - Creating advertising campaigns to promote certain locations or industry sectors
  - Funding training initiatives in certain trades or where there is an identified need or staff shortage
  - Encouraging workers from certain countries to come to the country to fill long-term job vacancies
  - Amending or introducing legislation to address specific problems or encourage certain activities – such as changes to laws relating to liquor, fire safety, food handling, OHS requirements, and employment. |

Slide

Slide No	Trainer Notes

149.	Trainer continues to identify and explain to trainees possible issues of concern to the industry again stating these initiatives can pose *threats* to a business and others may open up *opportunities:*
	
	Emerging markets:
	
	• Trainer advises trainees most businesses are interested in identifying and capitalizing on emerging markets explaining market research (by industry bodies, government agencies or individual establishments) may underpin these opportunities.
	
	• Examples of emerging markets will differ depending on the venue and the industry but indicative examples include:
	
	  ▪ Spa resorts and the emergence of the well-being industry – a rapid growth industry or sector
	
	  ▪ Fast food – with changes occurring regularly in relation to the type of foods available
	
	  ▪ Recognition of the economic benefit to many countries of ageing tourists – and their capacity and potential for spending
	
	  ▪ Increase in the demand for 'action' holidays – where visitors seek experiences such as bungee jumping, white water rafting, safaris, trekking
	
	  ▪ Emphasis on domestic travel as opposed to internal travel – many countries are experiencing a growth on people travelling within their own country rather than travelling internationally.
	
	Trainer suggests to trainees, in addition, most establishments will also have one or more new or emerging niche markets they are seeking to exploit as a result of a deliberate new direction taken by the venue.

Slide	

Slide No	Trainer Notes
150.	Trainer advises trainees there are always environmental and social issues of concern to be considered, highlighting these can relate to: • Waste management- with an emphasis on recycling of materials and a reduction in energy and resource consumption • Noise, water air quality – focusing on reducing environmental noise and pollution caused by the operation of the business • Sustainable tourism activities – with an emphasis on environmentally aware tour activities as opposed to activities which adversely impact the environment • Respect for indigenous people – so local communities are treated properly with awareness for their land and culture.

Slide

Slide No	Trainer Notes
151.	Trainer continues to identify environmental and social issues of concern to be considered: • Responsible advertising – of hospitality products and services so (for example) alcohol, gambling and cigarettes are not promoted or provided to young people • Freedom from discrimination – highlighting the need to ensure discrimination in the provision of hospitality and travel services does not occur • Accommodating local concerns into the standard operating procedures of a venue – to demonstrate respect for the community and a desire to work cooperatively within that local environment • Changes or requirements in relation to planning requirements and the need, for example, forcing operators to minimise the impact of a building on the landscape, conform to heritage requirements.

Slide

Slide No	Trainer Notes

152.	Trainer highlights to trainees labour issues are a constant concern in the industry identifying issues commonly causing concern as:
	
	• Pay rates – there always seems to be a push by workers for higher rates of pay, and (at the same time) reasons why employers are unable to pay their employees more money
	
	• The ability to recruit sufficient and properly trained or experienced staff – to enable the manufacture of products and the delivery of services expected by visitors and required by employers
	
	• Working conditions – which include issues such as working hours, penalty rates (for things such as split shifts, early starts, late finishes, overtime), classification of positions or staff
	
	• Training – taking into account:
	
	  ▪ Mandatory training – training that is made compulsory by government for certain personnel and jobs
	
	  ▪ In-house training – this is the training provided on-the-job by employers
	
	  ▪ External training – provided by an outside agency, school or institute.

Slide

Monitor current issues of concern to the industries

- Licensing & certification requirements
- Superannuation
- Workers' compensation insurance
- Disciplinary & dismissal procedures
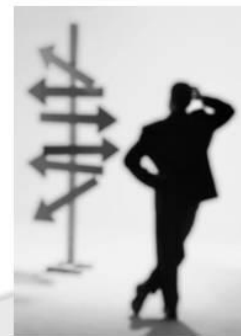- Complaint resolution protocols.

Slide 153

Slide No	Trainer Notes
153.	Trainer continues to highlight to trainees labour issues commonly causing concern as:
	• Mandatory licensing and certification requirements imposed on businesses by legislation and government agencies – such as requirements in some instances for people to hold a local licence or qualification before they can work in areas (for example) relating to food, liquor or gaming
	• Superannuation – this is money paid by an employer towards an employee's retirement.
	• Workers' Compensation insurance – where there is no national scheme there can be issues associated with implementing such a scheme
	• Disciplinary and dismissal procedures – used by employers to regulate staff and govern the way in which they can be dismissed from their job
	• Complaint resolution protocols – these deal with the way employers and employees are expected (or are compelled by law) to deal with workplace issues, conflict or problems.

Slide

Slide 154

Slide No	Trainer Notes
154.	Trainer explains to trainees operators are always interested in monitoring the direction in which their industry and their individual premises.
	Trainer advises this knowledge can be used to determine whether or not:
	• The business remains in the sector it currently occupies – or elects to move into or out of a sector
	• The venue decides to set new directions for itself – in terms of new (or different) target markets and revised goals for the business
	• To quit the industry – and move into an altogether new industry other than hospitality, travel or tourism
	• To invest – in additional buildings, plant, stock, training, advertising.

Slide

Monitor current issues of concern to the industries

- Increase or reduce staffing levels?
- Change focus of training?
- Alter advertising & promotions?
- Vary products & services offered?
- Increase, decrease or maintain prices?

Slide 155

Slide No	Trainer Notes

155.	Trainer continues to inform trainees how operators can use knowledge about industry movement (growing or getting smaller) to guide their activities:
	
	• To recruit new staff or to begin staff reductions – to keep pace with the level of trade being experienced or anticipated
	
	• To alter the focus of their training programs – to accommodate new directions, identified changes in the workplace or legal requirements for the training of venue staff
	
	• To change its advertising and promotional campaigns – in order to (for example):
	  ▪ Meet what the competition is doing
	  ▪ Exploit an opportunity
	  ▪ Generate extra revenue
	  ▪ Improve market share
	
	• To vary its products and services – to better meet the identified needs of new or changing markets
	
	• To vary prices – in response to marketplace and economic factors.

	Classroom Activity – Guest Speaker
	Trainer arranges for a senior industry operator, manager or venue owner to visit trainees and discuss:
	• Their background and how they got into the industry
	• Their opinion on the issues current impacting their venue, together with:
	▪ What is causing these issues
	▪ The size and potential impact of each issue
	▪ Howe they propose to respond to each issue
	• Ways they monitor issues impacting their industry or venue.

Slide

Share updated knowledge w3ith customers & colleagues

Knowledge must be used & shared to be beneficial.

To share with colleagues:

⊙ Tell them verbally

⊙ Demonstrate

⊙ Send emails

⊙ Prepare & distribute a handout.

Slide 156

Slide No	Trainer Notes
156.	Trainer reminds trainees when they have managed to gather updated information, knowledge or skills they must be prepared to share that information and incorporate it into their day-to-day work activities. Trainer stresses to trainees knowledge is only power if they actually use it.
	Trainer repeats previous notes regarding ways trainees can share information with fellow employees:
	• Tell colleagues about what has been learned – on a one-to-one basis, or at staff briefings or meetings
	• Demonstrate – a new skill, technique, technology
	• E-mail co-workers with the information discovered – prepare a useful handout with the necessary, new or revised information
	• Prepare a short handout – put this on the notice board or photocopy it and distribute it.

Slide

Share updated knowledge w3ith customers & colleagues

'Customers' = guests, friends of guests, visitors, individuals & groups.

Ways to share with them include:

⦿ **Verbally passing on information**

⦿ **Preparing & putting up posters**

⦿ **Producing & distributing handouts.**

Slide 157

Slide No	Trainer Notes
157.	Trainer explains to trainees 'customers' include guests, friends of guests and visitors generally – they can be individuals, families or groups of business people or tour groups.
	Trainer presents to trainees ways to share new knowledge with customers (depending on the type of information involved) can include:
	• Verbally providing advice that includes the new information – supplementing information with hard copy materials such as maps, brochures and handouts
	• Preparing posters to share the information – and placing these posters in high visibility areas such as reception and elevators or in information areas located near reception or foyer area
	• Producing handouts – perhaps of recipes, local events, sample itineraries for local trips (it is a good idea to develop a series of trips of this nature focusing on two-hour trips, half-day trips and full-day trips).

Slide

Slide No	Trainer Notes

158.	Trainer advises trainees about other techniques for incorporating new or revised knowledge into everyday workplace practice:
	
	• Working in accordance with new/revised requirements – actual practice must reflect the changes or new knowledge
	
	• Using new knowledge to modify personal work practices – such as using new information to devise a better, safer or more effective way to do traditional tasks
	
	• Updating printed materials – such as checklists, standard operating procedures, training materials, service standards, manuals
	
	• Supplying information to customers that incorporates the new knowledge – this can include:
	
	  ▪ Responses to customer questions
	
	  ▪ Being proactive and offering information of interest/important to individual customers without waiting to be asked for it.

Slide

Slide No	Trainer Notes
159.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Slide No	Trainer Notes
160.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Summary – Element 3

⦿ **Take appropriate action in response to identified industry issues**

⦿ **Consider local, national & international issues**

⦿ **Investigate government initiatives, emerging markets, environmental & social issues, labour issues & industry expansion or retraction**

Slide 161

Slide No	Trainer Notes
161.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.

Slide

Slide No	Trainer Notes
162.	Trainer provides a recap of the Element asking questions to check trainee understanding and responding to questions from trainees, as required.
	Trainer thanks trainees for their attention and encourages them to apply course content as required in their workplace activities.

Recommended training equipment

Please note:

(1) The majority of resources for this unit are information-based as opposed to physical items such as furniture, equipment, plant and/or utensils.

(2) Training institutions should consider joining local industry peak bodies, employer groups, travel and tourism bodies, hospitality associations and similar.

(3) Training institutions should consider subscribing to local/national agencies, groups, clubs or bodies who regularly publish results of relevant labour division market research into issues such as industry trends, identification of markets and analysis of trade within the sectors.

Computer with Internet access

Filing cabinets

Telephone

Marketing-related reports from local bodies, businesses and agencies

Current local and/or national legislation related to the hospitality industry – which may include legislation addressing:

- Liquor

- Food

- Tobacco

- Fair Trading and consumer protection

- Gaming

- Immigration

- Planning and building

- Occupational health and safety

- Equal Opportunity and anti-discrimination

- Industrial issues – superannuation; employment; workers' compensation

- Environmental and sustainability issues

- Corporate laws

- Privacy

- Child sex tourism.

Local area/city/country information:

- Information brochures – for venues and attractions

- Trips and tours

- Transport

- Price lists

- Timetables and schedules

- Information relating to other local businesses and/or industries appropriate to each labour division – that is, details about allied operators about whom it is important for staff to have knowledge (either in an operational context, or knowledge to pass on to customers).

Local, regional and national maps

Sample organisational charts related to representative enterprises in the labour divisions

Sample position descriptions for a range of jobs in the different labour divisions

Product and services information relevant to the labour division, which can include:

- E-newsletters

- Fact Sheets

- Updates

- Guides

- Information Sheets

- Alerts

- Menus

- Room rates.

Enterprise policies relating to issues/topics such as:

- Ethical conduct

- Booking/reservation

- Over-booking

- Tips/gratuities

- Staff grooming and presentation

- Scope of authority – delegation of authority

- Commissions – payable and receivable

- Familiarisation tours/groups

- Treatment of gifts

- Selling and promotion.

Sample Quality Assurance documentation for schemes relevant to individual labour divisions and/or enterprises

Copies of relevant conditions of employment and pay rates for the industry sector and/or country, such as:

- Employment contracts

- Agreements

- Awards.

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.