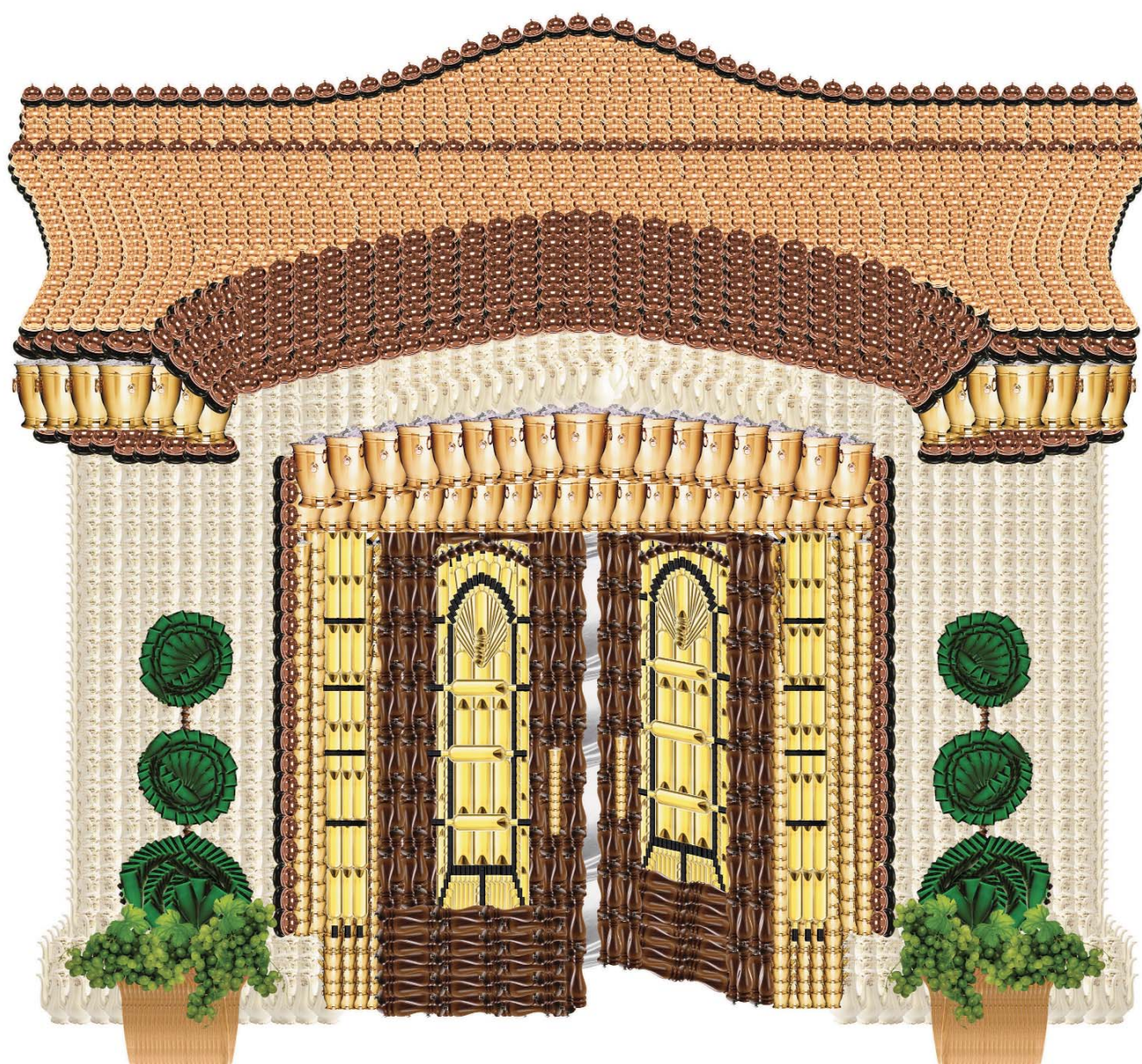


GUIDANCE NOTES FOR ACTIVITIES

UNIT 4 - EFFECTIVE TEAMWORK FOR THE HOSPITALITY INDUSTRY



Level 2 Unit 4 Effective teamwork for the hospitality industry

Weeks 1 & 2

Teamwork and team interaction

Learners should list occasions when they have worked as part of a team. The teacher groups them together under the appropriate headings:

- Sports
- School projects
- Leisure groups (scouts/guides etc)
- Holiday activities
- Part-time employment

Discuss or record how the following influenced the success of the team:

- Leadership
- Individual behaviour
- Friendly working relationships
- High morale
- Low morale
- Customer expectations

Produce an organisation chart for the following 30-bedroom hotel where the clientele is mainly business with significant local restaurant and bar trade.

General manager, assistant manager, restaurant manager, head chef, three bar staff, two full-time restaurant staff, part-time restaurant staff, two assistant chefs, three receptionists, four full-time housekeeping staff, part-time housekeeping staff, secretary/administrator

Week 3

Visit from industry speaker

Compile a list of questions for learners to ask and check off as visitor speaks (eg what teams operate, how they get on, is there ever conflict, how is it dealt with, do the customers notice, etc)

After the speaker has left, summarise the main points of the talk for learner files.

Week 4

Communication methods

Exercise – to test speaking and listening skills

In pairs, learners have a 'mock' telephone call. Take it in turns to be speaker and listener.

Points to note include:

- Speak distinctly
- Prepare (message pads, pen, etc)
- Plan (what information do you want to give/receive)
- Answer (speed, courteous, company message, messages taken)
- Close (interrupt if necessary to end conversation)

Situations could include:

- Booking hotel, restaurant, theatre, etc
- Enquiring about a function, train time, air travel, etc
- Leaving a message for a customer
- Leaving a message on an answer phone requesting information
- Ordering supplies

Exercise – to test observation of non-verbal communication

- Appearance
- Eye contact
- Body language
- Gestures

Either use a video clip/DVD of two people having a conversation or agree a conversation topic in advance between two people.

Learners to tick a check list showing how many times they observed eye contact, gestures or other forms of body language.

Exercise

Discuss the following situation:

A gastro pub has taken on a number of new staff to cope with the changes in the menu and the increased trade that it has brought in. Most of the new staff are part time, some of them from the local college and some on short term work

visas. As they are new they often need to ask about things, or don't know where things are kept, meaning that they are sometimes a bit slow. There are three people from the original staff remaining, and they are not happy with the changes, or with the new staff. They often go back to old ways of doing things, which makes it difficult if they are sharing a station with someone else. There is a lot of tension about tips, as the original staff feel they should have the biggest share, and they always seem to manage to give the bills to customer. Some of the new staff feel that they are not getting a chance to settle in, and they are certainly not getting their fair share of the tips. The atmosphere becomes very tense: two of the new staff give in their notice but the assistant manager refuses to accept until the situation has been aired and everyone has had a chance to have their say.

Weeks 5 & 6

Roles and responsibilities within teams

Divide learners into groups or pairs. Issue a work sheet. Each group or pair should complete responsibilities for a different sub-industry, eg hotels, restaurants, pubs, bars and nightclubs, contract food providers, hospitality services, membership clubs, events.

Role	Responsibility
Manager in hotel	Planning; leading; organising; setting goals and objectives; controlling human, financial, technological and human resources
Supervisor	
Shift leader	
Team leader	
Team member	

Week 8

Types of teams

Label different boards or flip charts with team types (eg short term, events, established, and any others) and ask learners to attach their material to the appropriate board. Discuss the team types and how they might affect customers and the service they receive.

Week 9

Differences between team members

A team has been formed to work together at an important event that will be attended by a member of the royal family. The team has been chosen from those students who scored the highest marks in assessments in kitchen, restaurant and customer service, and those who have had 100 per cent attendance. They are a very mixed group, and from the start there is some tension within the team. Some members are very outgoing and excited about a new experience, while others are much more shy and retiring. At least two of the group are quite angry because they felt their best friend should also have been included instead of someone else who was selected. By the end of the first day, there are quite clearly three factions: those who really wish they weren't there because they feel insecure, those who are up for anything and looking forward to it all, and those who feel that the selection process was unfair.

By the end of the first week, the insecure group have to be supervised all the time, and are feeling even more insecure because the others are disdainful about their approach and keep doing new things without telling them. The stronger group is becoming very assertive and is trying to organise everyone else to match their way of working. The last group has become quite openly critical about the others and the whole process.

Tasks

- 1) Identify the main problems and suggest ways in which they could be overcome.
- 2) How might the situation have been avoided or addressed before it got to the stage where the students were unable to work together?

Week 10

Types of conflict

A variety of customer service films will illustrate conflict, including those at the BBC schools website. Old television programmes such as *Fawlty Towers* are also very useful to promote discussion, and clips can be viewed on You Tube.

Exercise

Do either as a class exercise, or divide learners into small groups. Compile a list of all the skills, attributes and personalities that make up a team. Let the learners identify where they think they fit, then ask if others agree. Discuss with them how this mix of skills can contribute positively and negatively to team work, and how a team leader could harness the skills to make the most of every team member.

Skill, attribute or personality trait	Tick or X
Risk taker	
Cautious	
Fast pace	
Relaxed	
Big picture	
Detail	
People focused	
Task focused	
Outgoing	
Reserved	
Practical	
Theoretical	
Traditional	
Creative	
Visionary	

Weeks 11 & 12

Setting, monitoring, evaluating and agreeing targets

Either working as a class or in small groups decide what needs to be taken into account when agreeing targets (eg not too basic or too ambitious, SMART, etc).

Put headings on a flip chart and give learners post-its to make their own contributions. Headings could include:

- Overall goal
- Targets
- What to measure
- How to measure

This testimony provides support of evidence of the following:

Learning outcome	Assessment criteria