

Food and Beverage Server



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About Tourism Career Samplers

Tourism Career Samplers are career exploration tools encouraging participants to experience careers by working through real situations in the classroom. Skills-based, participant-centered, informative, and interactive, each *Tourism Career Sampler* increases awareness through simulated and experiential learning.

Tourism Career Samplers provide an informal, practical introduction to the basics of the entry-level job and help participants make a decision whether to pursue a particular occupation. The skills in this *Tourism Career Sampler* are based on the Canadian national occupational standards. These are available from your Tourism Education Council. Participants can use these skills to obtain a job and/or be well informed for job-shadowing.

Who can deliver Tourism Career Samplers?

Tourism Career Samplers are best delivered by an experienced tourism teacher or a professional who has both practical skills for this specific *Tourism Career Sampler* as well as customer service experience.

Where can Tourism Career Samplers be delivered?

All *Tourism Career Samplers* are designed to be delivered in regular classroom settings so the facilitator need not be limited by contrary weather conditions, lack of community resources or low budgets. Imagination and decoration will definitely stimulate further learning. It is more important, however, to focus on 'the learning' than to have the 'perfect' prop.

How long does it take to deliver a Tourism Career Sampler?

All *Tourism Career Samplers* work on an 'elastic' time principle. All Samplers can be delivered in 8 hours, and most can be expanded to 20-40 hours. The expansion occurs when the learning is given over to the students. *Weigh the allowed time with the value of the learning.* The choice is yours.

How do I use the Facilitator's Guide?

Tourism Career Samplers were designed by and with tourism teachers. They are straightforward teaching and learning programs which follow a 'tried and true' format:

- Q **set up:** classroom, instructor, and participant supply list
- Q **objectives:** learning objectives, completion requirements, completion certificates
- Q **background:** historical context for the particular tourism career
- Q **definitions and roles:** elements of the specific career and related jobs
- Q **scenario:** simulated learning experiences to aid skill acquisition and career decision making
- Q **evaluation:** assessment of the effectiveness of the *Tourism Career Sampler* experience

Your *Tourism Career Sampler Facilitator Guide* is directly aligned to the *Participant Workbook*. The same graphics and page layout are visible in both the *Facilitator Guide* and the *Participant Workbook*. At the top of each page, you will notice the corresponding page number in the *Participant Workbook*. This reduces page-flipping and allows the facilitator to focus on active classroom learning rather than searching for the overhead icon and appendices as in traditional training manuals.

Information written in **bold** means that the information is for the teacher/facilitator and is not contained in the *Participant Workbook*. Very often, these are the answers to a question or exercise. The information in regular type is contained in the *Participant Workbook*. All the other information directs and supports you in facilitating your *Tourism Career Sampler*.

Tourism Career Samplers are copyrighted and we ask that you honour our years of industry and teaching experience, university degrees in learning theory, and personal financial risks so that you may offer quality, fairly priced tourism education products to your students and save yourself hours upon hours of prep time. By all means copy a graphic if you wish to make a transparency or other visual aid.

Thank you for your support. Enjoy!

Suggested format, delivery and timing

The *Food and Beverage Server Tourism Career Sampler* can be delivered in 9-12 hours. If your participants have taken a food preparation course, you may omit the product knowledge section (Quiz Game) or use it instead as homework to be completed prior to the Scenario at the Greenleaf Restaurant.

If participants are not used to eating in dining establishments other than fast food restaurants or if your class has a wide variety of cultural backgrounds, you will need more time. Allow at least two hours for the field trip explained on the following page. Below are some suggested course delivery timelines:

Instructional Time:

Introduction and objectives	}	½ hour
Five sectors of tourism		
The job of a Food & Beverage Server		
Types of food and beverage operations		
What to know and what to do		
Quiz Game - product knowledge	}	1½ hour

The Scenario – The Greenleaf Restaurant:

Analyzing menu	}	3 hours
Styles of service		
What to do when on shift		
Steps to giving successful service		
Setting the table		
Communicating with guests		
Taking the order		
Serving the order		
Serving beverages		
Presenting the bill		
<i>Time Includes writing and marking the written test</i>		

Practice Session:

Putting it all together (role plays)	}	2.5 hours
Review and debrief	}	
Assessment and certification	}	½ hour

Set up and supplies

The *Food and Beverage Server Tourism Career Sampler* is best delivered in the school cafeteria or a dining room with equipment and supplies. If neither is available, set up your class to simulate a family restaurant with tables and chairs, tablecloths and centerpieces. Paper plates and plastic cutlery can be used, but try to bring examples of proper restaurant crockery, glassware and cutlery.

Supplies

- Q *Food and Beverage Server* Facilitator Guide
- Q *Food and Beverage Server* Participant kits (1 workbook and certificate per participant)
- Q *Food and Beverage Server* pre-test question cards

- Q Large coloured felt pens
- Q Flipchart paper, flipchart
- Q Overhead projector/screen
- Q Board-chalk

- Q Tables, tablecloths, napkins
- Q Condiments, salt and pepper shaker
- Q Centrepiece

- Q 2 sets of cutlery per table
- Q 2 sets of crockery per table
- Q 2 sets of wine and water glasses per table
- Q Jugs for coffee, tea and water
- Q Wine bottles filled with water and corked
- Q Corkscrews (one per table)
- Q Retail catalogues – examples of place settings

- Q Bowls of coloured jelly for food

- Q Copies of The Greenleaf menu
 - Q Add prices
 - Q Print menu and place in folders.
 - Q Place one menu outside 'restaurant' door
- Q Order pads (for taking orders and billing) and pens
- Q Uniform or props (jacket, apron, badge) to simulate

Base the number of supplies on the number of participants. During the role play (skills practice sessions) it is recommended there be a minimum of two guests and one server.

Optional learning activities

Homework activity

Ask participants to design a table setting using cut-out pictures from retail catalogues pasted on a sheet of paper. Some suggestions include themes or specific events, i.e. a birthday party, graduation or holiday.

Menu Comparison

Photocopy menus from local restaurants and have participants compare them. Many telephone books include menus near their yellow pages section. If you are going on a field trip, you might consider including that menu as well.

Field Trip

Take participants on a field trip to one or several local restaurants. Have the owner or manager speak to the students about is desirable in a food and beverage server, how the menu was designed and some of the challenges people face in this business. Establishments to consider include family, ethnic, formal and themed.

If the students are eating at the restaurant, ask them to make assessments of the server's attitudes and skills demonstrated during the meal. Discuss upon returning to class.

Objectives

Advise participants to turn to page 2 in their workbooks

This *Food and Beverage Server Tourism Career Sampler* is an informal and interactive program loaded with background knowledge, definitions, skills, practical exercises, suggested career path and resources to aid the participants in their choice to become a food and beverage server.

By the end of the seminar, the participant will be able to:

- Q describe the types of food and beverage outlets available
- Q explain the importance of this sector in the tourism industry
- Q describe the knowledge and skills you need as a server
- Q identify selected tableware (plates, glassware, and cutlery)
- Q set and clean a table
- Q demonstrate guest service interpersonal skills
- Q handle different guest situations
- Q discuss the importance of teamwork
- Q interpret a menu
- Q take and deliver an order
- Q serve selected beverages
- Q present guests cheque or bill
- Q describe the importance of safety and sanitation
- Q describe how to handle guest payments and cashing out
- Q discuss different career paths in the food and beverage sector
- Q make an informed decision about this job

Participants will display knowledge of:

- Q basic food preparation
- Q tableware
- Q guest service and sales skills
- Q handling different guest situations
- Q taking orders
- Q serving food and beverages
- Q setting and taking down tables

Successful course completion consists of:

- | | |
|-----------------------|------|
| Q written review test | 30% |
| Q performance test | 50% |
| Q teamwork | 20% |
| total: | 100% |

Upon successful course completion, the participant will receive a completion certificate to include with their resume. Certificates are based on completion of all components rather than competency. Remember, the goal of each *Tourism Career Sampler* is to provide experiential information to aid decision-making.

Definition

Advise participants to turn to page 3 in their workbooks

A Food and Beverage Server is a sales and service attendant who provides food and beverage service, uses interpersonal skills, product knowledge and sales techniques to meet and exceed guest expectations

National Occupational Standards

Background

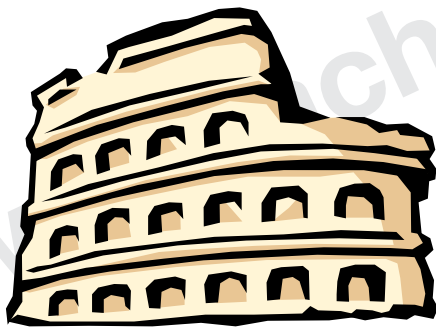
Advise participants to turn to page 4 in their workbooks

People have always come together over food. Whether sitting around a campfire, the farmhouse table or fishing on the bank, the sharing of food is central to nurturing **friendships**, all kinds of **celebrations**, and **cultural rituals**.



Over 3,500 years ago, the **Egyptians** dined out in public areas with friends and business associates. Their meals were simple, consisting of grains, vegetables, fish, olives and fowl.

Two thousand years ago, the **Romans**, with a robust merchant workforce, enjoyed lavish banquets for which they are renowned. They also had the equivalent of **fast food outlets** and **snack bars**, as well as **caterers** who transported meals to the fighting armies. After the fall of the Roman Empire, Europe plunged into the Dark Ages and dining was reduced to basic necessity.



As Europe emerged from the Dark Ages, **spices** were added to the local diets of grain, meat and fish. Most eating was done without utensils. A thousand years ago, the **fork** was introduced by the Italian aristocracy to the French court.

1920s when the **Prohibition Act** prevented the sale of liquor and restaurant dining declined.

As North Americans took to their wheels, fast food became the rage. The **hamburger** was first served at the St. Louis EXPO of 1903.

Frozen foods, microwave ovens and franchise operations have most recently contributed to the fast growth of the food and beverage sector of tourism.



Jobs in the food and beverage sector

Advise participants to turn to page 8 in their workbooks

If you are interested in food and beverage service as a career path, you have a lot of choice where to start and how to get to the really well-paying jobs which require a great deal of skill.

Assign participants (or 'staff members') jobs from the list below, and ask them to read their roles to the whole group.

Maitre d'Hotel

The Maitre d'Hotel coordinates the activities of the dining room staff and ensures the room is clean and up to standard. I take telephone reservations and when guests arrive, greet and escort them to their tables. I ensure that the guest is satisfied and I supervise the other servers. Experience as a food server is a prerequisite for this position.

Banquet Captain

In large hotels with many banquet rooms, there is a need for a Banquet Captain who supervises and coordinates the activities of all the staff who prepare tables and serve food at the banquets; events, weddings, meetings, and conferences. I liaise with the Banquet Chef and Banquet Coordinator and arrange for staff and supplies like tables, chairs and tableware, flowers, and audio visual equipment. I also make sure the clients requirements are carried out exactly as requested, which requires a good eye for detail. At the end of every event, I supervise the clean-up operation and tally the cash and receipts. I train the staff in food, wine and guest service. Training in food and beverage preparation and service and supervisory skills are required for this position.

Host

As a Host, I welcome guests, seat them at their table or in the lounge, make sure they are comfortable, hand them the menu and ensure they are served promptly. I schedule reservations, arrange for parties and special dinners and I may also be called on to inspect the service stations for cleanliness. If the dining room is very busy I may be asked to assist with serving tables. I need lots of patience, and I need to be able to work as part of the service team. I also need stamina as I spend hours on my feet and walk a good deal.

The scenario

Advise participants to turn to page 17 in their workbooks

The Greenleaf Restaurant is a medium-sized family restaurant of 25 tables.

You have recently been hired for the summer season, and today is a training session on your first day. Your teacher is the restaurant manager.

When you arrive on the job at the Greenleaf, you note that it is set up like a restaurant with a menu on the door and a flipchart welcoming the new staff.

The restaurant manager welcomes you to your first day on the job. It is the managers' job to find out what the new hires already know about the restaurant business, and to train you for your job. It will be a fun and challenging time.

Your participation is important as you are on a trial period and there will be a written and performance assessment.

Teamwork works!



RESTAURANT DINNER MENU

STARTERS

- ☞ Tomato soup with cilantro
- ☞ Boston Clam chowder
- ☞ Chef salad: greens, tomatoes and cucumber with choice of dressings

ENTREES

- ☞ Crunchy chicken burger on our famous home-baked bun and fries
- ☞ Hamburger with fixings on our famous home-baked bun and fries
- ☞ Poached salmon steak with stir-fried vegetables and rice
- ☞ Vegetable stir-fry in a tangy ginger sauce
- ☞ Fish and chips – your choice of two pieces of cod or halibut
- ☞ Baked pork ribs, tangy sauce, baked potato or fries, and vegetables
- ☞ Juicy slices of roast beef on a fresh bun with dipping gravy and fries

PASTAS

- ☞ Fettuccine Alfredo – you'll love our creamy sauce with mushrooms
- ☞ Spaghetti – try it with a simple tomato or spicy meat sauce

SWEETS AND FRUITS

- ☞ Baked custard topped with fresh fruit
- ☞ Apple pie with custard or ice cream
- ☞ Seasonal fresh fruit cup
- ☞ Greenleaf Jelly – our popular jelly dish topped with tiny fruit marshmallows

BEVERAGES

- ☞ Coffee, tea
- ☞ Espresso
- ☞ Cappuccino
- ☞ Soda
- ☞ Freshly squeezed juices

Analyzing the menu

Advise participants to turn to page 20 in their workbooks

Team Activity

In teams, answer the questions to share with the whole group.

1. Is this a balanced selection of dishes for a family restaurant?
Would it appeal to children?
2. Which dishes would appeal to the very health-conscious person?
3. What are the serving cuts of the meats/poultry? Are they varied enough?
4. What items would appeal to a vegetarian? Are there enough vegetarian dishes?
5. Could there be problems for a person suffering from allergies?

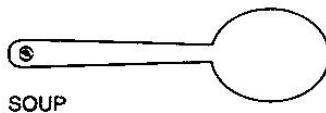
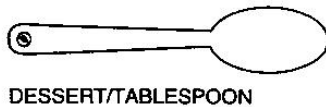
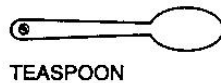
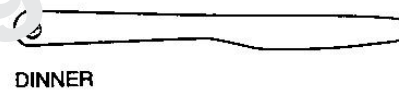
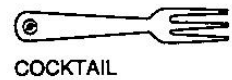
Tableware

Advise participants to turn to pages 21 through 26 in their workbooks

With examples of the tableware on hand, ask participants to explain why the pieces are shaped the way they are and their uses.

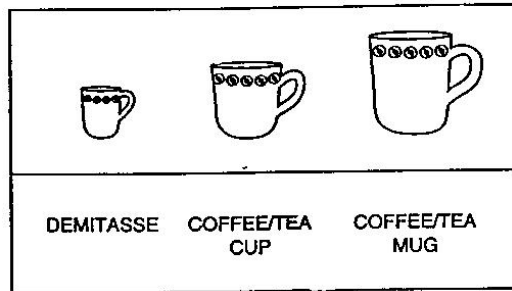
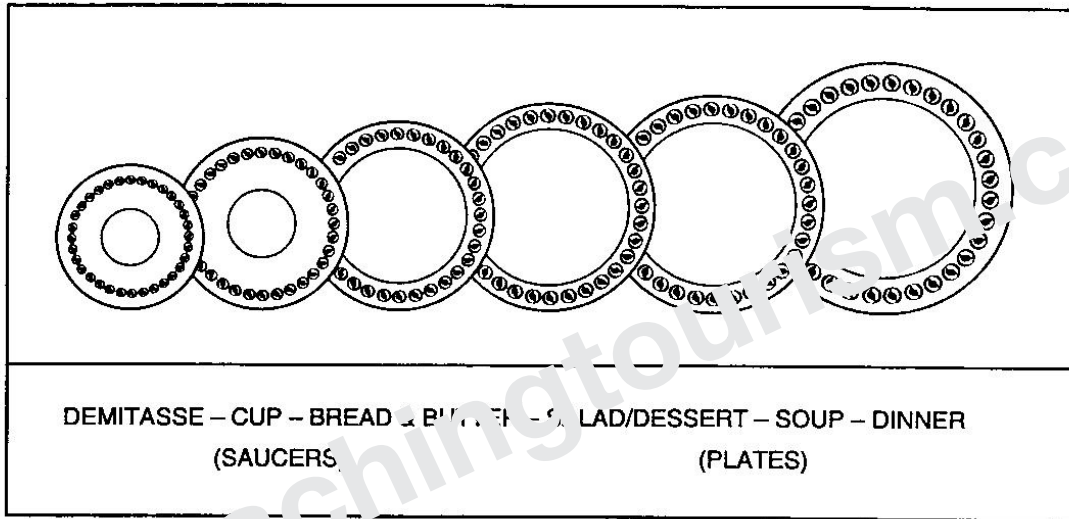
Now that you have developed some product knowledge, let's look at tableware; the cutlery, crockery and glassware used to set the table.

Cutlery



Crockery

Show each piece in turn, with samples if possible, and ask participants to identify each piece. Ask the use of each piece, for example, "Would this be used for sauce or milk?"



Setting the table

Preparation

This activity assesses what the participants already know about setting a table. It will give you a good idea of how much instruction will be required.

You will need two place-settings per table.

- Q Cutlery: knife, fork, dessert spoon, teaspoon,
- Q Crockery: side plate, plate, cup/saucer
- Q Glassware: water glass, wine glass
- Q Napkins: cloth or paper
- Q Salt and pepper shakers

Skill assessment

Ask the participants to stand in groups of four at each table.

Ask each person to set a place setting. They can collaborate as much as they want.

Put the diagram of a set table on the board or overhead projector and ask them to compare theirs and correct where necessary. A sample depiction of a place setting is also in their workbooks.

Walk around and check each table-setting. Give positive feedback.

Keep the tables set throughout the rest of the course...

Soooooooo.....

Do you want

to be a

food and beverage

server?

Why?