Federal Democratic Republic of Ethiopia
OCCUPATIONAL STANDARD

FOOD AND BEVERAGE SERVICE SUPERVISION

NTQF Level IV

Ministry of Education
September 2012

Introduction

Ethiopia has embarked on a process of reforming its TVET-System. Within the policies and strategies of the Ethiopian Government, technology transformation – by using international standards and international best practices as the basis, and, adopting, adapting and verifying them in the Ethiopian context – is a pivotal element. TVET is given an important role with regard to technology transfer. The new paradigm in the outcome-based TVET system is the orientation at the current and anticipated future demand of the economy and the labor market.

The Ethiopia Occupational Standard (EOS) is the core element of the Ethiopian National TVET-Strategy and an important factor within the context of the National TVET-Qualification Framework (NTQF).They are national Ethiopian standards, which define the occupational requirements and expected outcome related to a specific occupation without taking TVET delivery into account.

This document details the mandatory format, sequencing, wording and layout for the Ethiopian Occupational Standard comprised of Units of Competence.

A Unit of Competence describes a distinct work activity. It is documented in a standard format that comprises:
- Occupational title, NTQF level
- Unit code
- Unit title
- Unit descriptor
- Elements and Performance criteria
- Variables and Range statement
- Evidence guide

Together all the parts of a Unit of Competence guide the assessor in determining whether the candidate is competent.

The ensuing sections of this EOS document comprise a description of the respective occupation with all the key components of a Unit of Competence:

- chart with an overview of all Units of Competence for the respective level including the Unit Codes and the Unit Titles

- contents of each Unit of Competence (competence standard)

- occupational map providing the technical and vocational education and training (TVET) providers with information and important requirements to consider when designing training programs for this standards, and for the individual, a career path

UNIT OF COMPETENCE CHART

Occupational Standard: Food and beverage Service Supervision
Occupational Code: CST FBS

NTQF Level-IV

CST FBS4 01 0912 Lead and Manage People	**CST FBS4 02 0912** Monitor Work Operations	**CST FBS4 03 0912** Plan Catering for an Event or Function
CST FBS4 04 0912 Prepare and Monitor Budgets	**CST FBS4 05 0912** Roster Staff	**CST FBS4 06 0912** Monitor Staff Performance
CST FBS4 07 0912 Provide Mentoring Support to Business Colleagues	**CST FBS4 08 0912** Plan and Implement Sales Activities	**CST FBS4 09 0912** Design Databases
CST FBS4 10 0912 Develop and Use Complex Spreadsheets	**CST FBS4 11 0912** Organize in-House Events or Functions	**CST FBS4 12 0912** Develop and Update Legal Knowledge Required for Business Compliance
CST FBS4 13 0912 Profile the Market	**CST FBS4 14 0912** Operate an Online Information System	**CST FBS4 15 0912** Access and Interpret Product Information
CST FBS4 16 0912 Sell Tourism Products and Services	**CST FBS4 17 0912** Prepare Quotations	**CST FBS4 18 0912** Maintain a Product Inventory
CST FBS4 19 0912 Plan and Organize Work	**CST FBS4 20 0912** Migrate to New Technology	**CST FBS4 21 0912** Establish Quality Standards
CST FBS4 22 0912 Develop Individuals and Team	**CST FBS4 23 0912** Utilize Specialized Communication Skills	**CST FBS4 24 0912** Manage and Maintain Small/Medium Business Operations

Occupational Standard: Food and Beverage Service Supervision Level IV	
Unit Title	**Lead and Manage People**
Unit Code	**CST FBS4 01 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to lead and manage teams of people in the workplace, including volunteers where appropriate. The unit focuses on modelling high standards, developing commitment and managing team performance through effective leadership

Elements	Performance Criteria
1. Model high standards of performance and behavior.	1.1 Make individual performance a positive role model for others. 1.2 How support for and commitment to organization goals in day-to-day work performance. 1.3 Treat people with integrity, respect and empathy
2. Develop team commitment and cooperation.	2.1 Develop and clearly communicate **plans and objectives** in consultation with the **team**. 2.2 Make plans and objectives consistent with organization goals. 2.3 Communicate **expectations**, **roles and responsibilities** of team members and leaders in a way that encourages individuals and teams to take responsibility for their work. 2.4 Encourage teams and individuals to develop **innovative approaches** to work. 2.5 Identify, encourage, value and reward individual and team efforts and contributions. 2.6 Model and encourage **open and supportive communication styles** within the team. 2.7 Seek and share **information from the wider environment** with the team. 2.8 Represent the team's interests appropriately in the wider environment
3. Manage team performance	3.1 Assess the skills of team members and provide opportunities for **individual development**. 3.2 Monitor team performance to ensure progress towards achievement of goals. 3.3 Delegate tasks and responsibilities appropriately, identify barriers to delegation and implement processes to overcome them. 3.4 Provide mentoring and coaching support to team members.

	3.5 **Provide recognition and reward** for team achievements.

Variable	Range
Plans and objectives may be short, medium or long-term and relate to:	• sales targets • performance targets for a particular project • increased productivity • meeting key performance indicators • organizational strategies • operational activities • task management • contingency management
Team may be:	• project-based • permanent teams • paid workers • volunteers
Expectations, roles and responsibilities may include:	• nature and scope of work • relationships with others in the workplace and interdependent areas of activity • roles of leaders and managers, including information provision, decision making, planning and organising, and monitoring staff • expectations around communication • reporting requirements
Innovative approaches may include:	• making suggestions about better ways of doing things • alerting colleagues to the potential of new technologies • trying new approaches to old problems • seeking information or ideas from unexpected places
Open and supportive communication styles may include:	• planned and unplanned exchanges of information • providing open access to documents • using technology to support effective communication, e.g. email groups • involving others in developing solutions • being prepared to declare own need for assistance • providing constructive feedback

Information from the wider environment which may affect the team may include:	• overall organization objectives • rationale for management decisions • changes in organization policies • marketing information and targets • business performance information, including financial • technology updates • plans for new equipment • training developments
Opportunities for individual development may include:	• internal training and professional development • external training and professional development • change in job responsibilities • opportunity for greater autonomy or responsibility • formal promotion
Recognition and reward for team members may include:	• informal acknowledgment • acknowledgment to the whole team of an individual's good performance • presentation of awards • written report to management • incentive initiatives

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • knowledge of leadership, motivation and teamwork principles • ability to build positive team spirit and effectively manage overall team performance within a specific workplace context • project or work activities conducted over a period of time to allow the candidate to play an ongoing team-leading role
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • roles of and functions performed by supervisors and managers • different leadership styles and the characteristics of effective leadership • principles of teamwork, including characteristics of effective teams, roles and attributes of team members, organization of teams, potential team problems and the benefits of effective teamwork • role and theories of motivation and their application to different workplace contexts • typical causes of workplace conflict, including cultural differences • impact of conflict on the role of leaders • organizational structure and group dynamics

	• formal and informal communication methods and application
	• legislative issues that impact on team management, including equal employment opportunity (EEO), diversity, anti-discrimination and unfair dismissal
	• types of plans and planning processes
Underpinning Skills	Demonstrates skills to:
	• communication and interpersonal skills to provide effective support and motivation to a team and overcome communication barriers
	• planning and organizational skills to ensure activities and initiatives important to team development are integrated into own work planning
	• literacy skills to interpret a wide range of operational workplace information and develop clear and articulate team plans
	• time management skills
	• problem solving and decision making skills
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and Beverage Service Supervision Level IV	
Unit Title	**Monitor Work Operations**
Unit Code	**CST FBS4 02 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to oversee and monitor the quality of day-to-day work operations within a tourism or hospitality context. As such it includes fundamental knowledge of management roles and responsibilities.

Elements	Performance Criteria
1. Monitor and improve workplace operations.	1.1 Monitor efficiency and service levels on an ongoing basis through close contact with day-to-day operations.
	1.2 Ensure that workplace operations support overall organization goals and **quality assurance initiatives**.
	1.3 Identify quality problems and issues promptly and make appropriate adjustments, with relevant approvals.
	1.4 Adjust **procedures and systems** in consultation with colleagues to improve efficiency and effectiveness.
	1.5 Proactively consult with colleagues about ways to improve efficiency and service levels, including potential for new technologies.
	1.6 Provide feedback to colleagues and management to inform future planning.
	1.7 Identify and take opportunities to evaluate current and emerging industry trends and practices for relevance to own work situation.
2. Plan and organize workflow.	3.1 Assess current workload of colleagues accurately.
	2.2 Schedule work in a manner that enhances efficiency and customer service quality.
	2.3 Delegate work to appropriate people according to **principles of delegation**.
	2.4 Assess workflow and progress against agreed objectives and timelines.
	2.5 Assist colleagues in prioritization of workload through supportive feedback and coaching.
	2.6 Provide timely input to appropriate management regarding staffing needs.
3. Maintain workplace records.	3.1 Complete **workplace records** accurately and submit within required timeframes.
	3.2 Where appropriate, delegate and monitor completion of

	records prior to submission.
4. Solve problems and make decisions.	4.1 Identify **workplace problems** promptly and analyze from an operational and customer service perspective.
	4.2 Initiate short-term action to resolve the immediate problem where appropriate.
	4.3 Analyze problems for any long-term impact, and assess and action potential solutions in consultation with relevant colleagues.
	4.4 Where a team member raises a problem, encourage the individual's participation in solving it.
	4.5 Take follow-up action to monitor the effectiveness of solutions in the workplace.

Variable	Range
Quality assurance initiatives may be:	• formal • informal
Procedures and systems may relate to:	• service standards • work practices • use of technology • administrative standards and procedures • health and safety issues
Principles of delegation may relate to:	• knowledge of team strengths and weaknesses • knowledge of context-specific factors, such as resource constraints • self-knowledge • communication • evaluation
Workplace records may include:	• staff records • regular performance reports
Workplace problems may include:	• difficult customer service situations • equipment breakdown or technical failure • failure to deliver promised service to customers • procedural inadequacies or failures • unrealistic or impractical product development or marketing resulting in operational difficulties • inadequate staffing • poor rostering • inadequate financial resources • delays and time difficulties

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • ability to monitor effectively and respond to a range of common operational and service issues in the workplace • understanding of the role of staff involved in workplace monitoring • knowledge of quality assurance, workflow planning, delegation and problem-solving required in a frontline management role • project or work activities conducted over an operationally realistic period of time so that the planning, evaluation and monitoring aspects of this unit can be assessed
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • leadership and management roles and responsibilities within the relevant industry sector • key concepts of quality assurance and how it is managed and implemented in the workplace • typical work organization and work planning methods appropriate to the industry sector • time management principles and their application to leaders and managers • principles of effective delegation • problem-solving and decision making processes and techniques and their application to typical workplace issues • features of relevant record-keeping systems appropriate to the industry sector • industrial or legislative issues that affect short-term work organization appropriate to the industry sector
Underpinning Skills	Demonstrates skills to: • problem-solving skills to anticipate and respond to a wide range of unpredictable problems and situations at an operational level • communication and leadership skills to provide positive support to a team • literacy skills to interpret and develop wide-ranging workplace documentation • numeracy skills to develop schedules and timelines
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration

Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and Beverage Service Supervision Level IV	
Unit Title	**Plan Catering for an Event or Function**
Unit Code	**CST FBS4 03 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to plan the catering for an event or function. It involves developing the catering concept and planning and developing an operational plan to meet requirements.

Elements	Performance Criteria
1. Identify overall event objectives and scope.	1.1 Clarify and agree on key objectives of the **event or function** in consultation with stakeholders. 1.2 Analyze **broad factors influencing catering** and consult with **stakeholders** to determine overall approach.
2. Prepare the catering concept for an event or function.	2.1 Contribute ideas to the event concept, theme and format, according to scope of responsibility. 2.2 Identify and define **key catering elements** in consultation with stakeholders to reflect event or function objectives and meet customer needs. 2.3 Incorporate **creative elements** into the catering concept and theme. 2.4 Verify the operational and service practicality of the catering concept, theme and format through consultation and analysis.
3. Prepare and implement an operational plan for the catering of an event or function.	3.1 Prepare an **operational plan** for the provision of catering and **ancillary services**, identifying steps, activities and sequence. 3.2 Incorporate appropriate **risk management issues** into the plan. 3.3 Review, verify and finalize details with the client. 3.4 Provide accurate and complete information on the catering concept and operational plans to all relevant stakeholders to ensure timely and effective planning and implementation. 3.5 Obtain approval from relevant stakeholders prior to implementation. 3.6 Implement and monitor the catering plan for the event, making adjustments as required. 3.7 Obtain feedback after the event and review plans to evaluate client satisfaction and degree to which it met objectives and client requirements.

Variable	Range
Event or function may include:	- sporting events - defence operations - exhibitions and shows, such as trade shows - product launches - conferences - meetings or seminars - training events - social celebrations
Stakeholders may include:	- event customers - suppliers and contractors - local community - organising committees - local authorities - colleagues - facilitators - entertainers
Broad factors influencing catering may include:	- event purpose - concept, style and theme - date and time - duration - nature of venue - numbers - audience or market profile - equipment availability - overall budget estimate
Key catering elements may include:	- type of food, including nutritional and cultural requirements - beverage requirements - style of service - timing of service - location of production and service - link between food and other aspects of the event, such as speeches - production and transport issues - catering staff requirements - liaison with others involved in the event
Creative elements may include:	- innovative presentation of food and beverage - food with interesting links to other event aspects - unusual combinations of food items or service ideas - innovative options to address particular operational limitations

Operational plan may include:	• costing of components and total catering
	• on-site catering management
	• staffing and contracting
	• roles and responsibilities
	• logistics and transport details
	• resources, e.g. venue, commodities, equipment, machinery, vehicles and staff
	• security arrangements
	• purchasing and storage of food, beverage, materials and equipment
	• production and distribution of food and beverage
	• recycling and correct and environmentally sound disposal practices for kitchen waste and hazardous substances
Ancillary services may relate to:	• theme and decor
	• management of event
	• staffing
	• logistics
Risk management issues may relate to:	• availability of equipment
	• power sources and back-up options
	• general food safety issues
	• beverage dispensing system safety
	• food safety issues for particular food types
	• seasonal fluctuations in food prices
	• customer preferences and inherent risks
	• cooking and service times
	• venue access and impacts on food preparation

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate:
	• ability to plan catering that reflects event objectives and is operationally practical
	• knowledge of the range of catering options to be considered for different event styles and contexts
	• knowledge of issues and challenges associated with event catering
	• project or work activities conducted over a commercially realistic period of time so that the planning, evaluation and monitoring aspects of catering for an event or function can be assessed
	• demonstration of skills through the planning of catering for at least two different styles of event

Underpinning Knowledge and Attitudes	Demonstrates knowledge of:
	
	• formats and features of different types of events, including the interrelationship between catering and other event aspects and role and responsibilities of different event personnel
	• catering options and styles for different types of events, different types of customers, and varying numbers
	• operational constraints for catering within different styles of venue or site and in different climatic conditions
	• space and equipment requirements for different styles of catering and varying numbers
	• safety considerations associated with different types of catering equipment, including:
	   ➢ cooking equipment
	   ➢ beverage dispensing systems (inert gas, chemical use)
	   ➢ staffing and service requirements for particular types of catering
	   ➢ typical formats and running orders for different styles of events
	   ➢ principles and practices of food safety for preparation, storage and transport of food
	   ➢ risk management issues to be considered in the particular context of event catering

Underpinning Skills	Demonstrates skills to: • critical thinking skills to analyze event concept and develop, evaluate and select catering options • planning and organizational skills to develop cohesive operational plans and procedures for event catering • communication skills to consult and liaise on catering requirements with customers and other stakeholders • literacy skills to interpret event information and develop catering documentation and specifications • numeracy skills to work with catering numbers and event schedules
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and Beverage Service Supervision Level IV	
Unit Title	**Prepare and Monitor Budgets**
Unit Code	**CST FBS4 04 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare and monitor budgets. It builds on the skills in unit Manage finances within a budget. While the nature of the budget may vary, the unit focuses on the key managerial skills of analysing financial information to inform developing a budget, drafting a budget and monitoring budget performance over time.
	This unit requires researching and analysing financial and other business information and applying it to budget planning, development, negotiation and monitoring. It requires sound knowledge of accounting principles, budget development methods, and presentation formats for different types of budget.

Elements	Performance Criteria
1. Prepare budget information.	1.1 Determine and confirm scope and nature of budgetary planning activity with **relevant colleagues**.
	1.2 Identify, access and interpret **data and data sources** required for **budget** preparation.
	1.3 Analyze **internal and external factors** for potential impact on budget.
	1.4 Provide relevant colleagues with adequate notice of the opportunity to contribute to the budget planning process.
2. Prepare budget.	2.1 Draft budget, based on analysis of all available information and according to organization policy.
	2.2 Estimate income and expenditure and support with valid, reliable and relevant information, including income and expenditure for previous time periods.
	2.3 Assess and present options where appropriate.
	2.4 Present recommendations clearly, concisely and in an appropriate format.
	2.5 Reflect organization objectives appropriately within the draft budget.
	2.6 Circulate the draft budget to appropriate individuals for comment.
3. Finalize budget.	3.1 Negotiate budget according to organization policy and procedures.
	3.2 Agree and incorporate modifications accurately and in consultation with colleagues.

	3.3 Complete final budget in required format within designated timelines.
	3.4 Inform colleagues of final budget decisions and their application within the relevant work area, including reporting and financial management responsibilities.
4. Monitor and review budget.	4.1 Review budget regularly to assess actual performance against estimated performance and prepare accurate **financial reports**.
	4.2 Incorporate all financial commitments promptly and accurately into budget and all budget reports.
	4.3 Investigate and take appropriate action on significant deviations.
	4.4 Analyze changes in the internal and external environment during budget review, and make adjustments accordingly.
	4.5 Collect and record relevant information to assist in future budget preparation.

Variable	Range
Data and data sources required for budget preparation may include:	• performance data from previous periods • financial proposals from key stakeholders • financial information from suppliers • customer or supplier research • competitor research • management policies and procedures • organization budget preparation guidelines • declared commitments in given areas of operation • grant funding guidelines or limitations
Budgets may include:	• cash budgets • departmental budgets • wage budgets • project budgets • event budgets • sales budgets • cash flow budgets • grant funding budgets • budgets for micro, small, medium or large businesses
Internal and external factors that could impact on budget development may	• organizational and management restructures • organizational objectives • new legislation or regulation • growth or decline in economic conditions

include:	• significant price movement for certain commodities or items • shift in market trends • scope of the project • venue availability and cost (for events) • human resource requirements
Financial reports may include:	• periodic reports showing budget versus year-to-date actual and financial commitments • periodic sales reports • taxation commitments • funding acquittals in relation to grants received

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • understanding of the technical processes and procedures that must be followed in budget preparation • sound analysis of the factors that impact the budget and budget development process • ability to prepare realistic and accurate budgets within relevant workplace context • preparation of multiple budgets to meet specific and differing workplace needs • project or work activities conducted over an operationally realistic period of time so that the planning and evaluation aspects of preparing and monitoring a budget can be assessed

Underpinning Knowledge and Attitudes	Demonstrates knowledge of:
	
	• role and nature of the budget development process within different businesses and contexts
	• accounting terminology, principles and practices relevant to budget preparation in any context and for different types of budgets
	• budget preparation and monitoring principles, practices and techniques, including:
	  ➢ information required for budget preparation
	  ➢ components of a budget and a budget performance report
	  ➢ techniques for making budget estimates
	  ➢ type of supporting information required
	  ➢ use of software for preparing and monitoring budgets
	  ➢ how to present budgets and budget reports
	  ➢ budget deviation management, including common reasons for deviations
	  ➢ regulatory issues that may impact on budget development in the relevant work context

Underpinning Skills	Demonstrates skills to:
	• planning and organizational skills to organize a timely, efficient and consultative budget development process
	• communication and negotiation skills to liaise with colleagues on potential complex and conflicting budget development issues
	• critical thinking and problem-solving skills to develop different options for addressing budgetary challenges
	• literacy skills to interpret and analyze information that deals with complex ideas and concepts
	• numeracy skills to interpret and analyze financial information, including forecasts and previous performance data, and to develop financial estimates and scenarios
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and Beverage Service Supervision Level IV	
Unit Title	**Roster Staff**
Unit Code	**CST FBS4 05 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to develop, administer and communicate staff rosters.

Elements	Performance Criteria
1. Develop staff rosters.	1.1 Develop *rosters* according to relevant *award provisions*, *organization agreements* and wage budgets. 1.2 Maximize *operational efficiency and customer service levels* while minimizing wage costs in roster development. 1.3 Combine duties where appropriate to ensure effective use of staff. 1.4 Use the available skills base appropriately to roster the most effective mix of staff and to meet different operational requirements and constraints. 1.5 Take account of *cultural considerations* and *broader organizational policies* that affect staff rosters. 1.6 Consult with colleagues to ensure appropriate input to rosters.
2. Present and communicate rosters.	2.1 Present rosters in required formats to ensure clarity of information according to organization standards. 2.2 Communicate rosters to appropriate colleagues within designated timeframes.
3. Maintain staff records.	3.1 Complete time sheets and other documentation accurately and within designated timelines. 3.2 Update staff records and maintain or store them according to organization procedures.
4. Evaluate rosters.	4.1 Monitor the effectiveness of rosters in consultation with colleagues. 4.2 Identify ways in which rosters and roster development processes may be improved and take appropriate action

Variable	Range
Rosters may be for:	• individual department • whole organization • specific project

Award provisions and organization agreements may affect rostering in relation to a range of issues, including:	• number of hours worked in a given shift • overall number of hours allocated to different staff members • breaks between shifts • nature of duties allocated • use of permanent or casual staff
Operational efficiency and customer service levels may be affected by:	• numbers of staff • type of staff • balance of skills required • demands of different service styles or periods
Cultural considerations may relate to:	• types of work to be undertaken by individuals • dates of cultural or religious festivals • family considerations • mixing of people from different cultures
Broader organizational policies may relate to:	• compassionate leave • maternity or paternity leave • family-friendly workplace initiatives

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • knowledge and understanding of the factors and issues affecting staff rostering • familiarity with typical formats for rosters and key information to be included • ability to prepare staff rosters that meet wage budgets and provide a level of staffing sufficient to ensure the delivery of high quality customer service • project or work activities that allow the candidate to prepare rosters for a workplace and to evaluate their cost efficiency and operational effectiveness against nominated standards project or work activities conducted over an operationally realistic period of time so that the planning, evaluation and monitoring aspects of rostering staff can be assessed • preparation of multiple rosters for multiple periods to meet the staffing requirements of more than one operational situation
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • role of rosters and their importance in controlling staff costs • factors to be considered when developing rosters, including legal or industrial provisions in the relevant work context • formats for the presentation of staff rosters and details to be included • overview of software programs and other technology available

	for roster design
	• in-depth knowledge of operational area for which roster is being developed
Underpinning Skills	Demonstrates skills to:
	• organizational skills to plan rosters to meet operational needs
	• literacy skills to develop potentially complex roster documentation
	• communication skills to consult with colleagues, ask questions and confirm requirements, and listen, understand and interpret verbal and non-verbal messages
	• numeracy skills to undertake planning activities involving dates, times and staff ratios
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through:
	• Interview / Written Test / Oral Questioning
	• Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and beverage Service Supervision Level IV	
Unit Title	**Monitor staff performance**
Unit Code	**CST FBS4 06 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to monitor staff performance within the framework of established performance management systems. It includes the skills to conduct structured performance appraisal and formal counselling sessions.

Elements	Performance Criteria
1. Monitor staff performance and provide feedback.	1.1 Consult with and inform colleagues about **expected standards of performance** using appropriate communication mechanisms.
	1.2 Monitor ongoing performance by maintaining close contact with the workplace and relevant colleagues.
	1.3 Provide confirming and corrective feedback to colleagues on an ongoing basis.
	1.4 Provide colleagues with **appropriate guidance and support** in the workplace.
	1.5 Provide **recognition and reward** for achievements and outstanding performance according to organization procedures.
	1.6 Identify the need for further coaching or training and organize according to organization policies.
2. Recognize and resolve performance problems.	2.1 Identify and investigate performance problems promptly.
	2.2 Use feedback and coaching appropriately to address performance problems.
	2.3 Discuss and agree upon **possible solutions** with the colleague in question according to organization procedures.
	2.4 Follow up outcomes of informal counseling through review in the workplace.
	2.5 Organize and conduct a formal counseling session when needed according to **required procedures**.
3. Implement performance management systems.	3.1 Implement formal **performance management systems** according to organization policy.
	3.2 Conduct individual performance evaluations openly and fairly according to organization policy.
	3.3 Complete and file performance management records according to organization policy and industrial requirements.
	3.4 Agree on courses of action with colleagues and follow up in the workplace.

Variable	Range
Expected standards of performance and performance problems may relate to:	• productivity • punctuality • personal presentation • level of accuracy in work • adherence to procedures • customer service standards • team interaction • response times • waste minimisation • cost minimisation
Appropriate guidance and support may include:	• advice on training and development opportunities • support with difficult interpersonal situations • opportunity to discuss work challenges • confirmation of organizational objectives and key performance requirements • ensuring adequate resources are applied • representing staff interests in other forums
Recognition and reward may include:	• informal acknowledgment • acknowledgment of an individual's good performance to the whole team • presentation of awards • written report to management
Possible solutions to performance may include:	• additional training • assistance with problems outside of the workplace • adjustment of workload • reorganization of work practices • agreement on short-term goals for improvement
Required procedures for a formal counselling session may include:	• formal notification to staff member and management • invitation of appropriate people • organization of appropriate location for counselling session
Performance management systems may include:	• type of assessment, e.g. self, peer, team and productivity indicators • methods of collecting performance data • methods of interpreting performance data • processes for performance appraisal interviews

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • knowledge of typical procedures and processes for formal performance management and counselling • ability to demonstrate appropriate communication skills to provide supportive feedback and guidance to colleagues • project or work activities that allow the candidate to address typical performance management issues found in tourism or hospitality workplaces

Underpinning Knowledge and Attitudes	Demonstrates knowledge of:
	 • understanding of the performance management concept within an organization
	 • types of performance standards and performance management systems applicable to tourism and hospitality workplaces
	 • role and importance of feedback and coaching, including appropriate communication, in relation to monitoring staff performance
	 • grievance procedures
	 • performance appraisal techniques and systems, including:
	    ➤ reasons for performance appraisal
	    ➤ types of performance assessment
	    ➤ compiling and using performance data
	    ➤ protocols and procedures for performance appraisal interviews
	    ➤ procedures for formal counseling sessions
	 • communication skills, including active listening, questioning and using appropriate non-verbal communication in relation to counselling, providing feedback and coaching
	 • industrial relations, equal employment opportunity (EEO) and diversity issues and legislation that impact on monitoring staff performance

Underpinning Skills	Demonstrates skills to: • communication and interpersonal skills to provide effective feedback, coaching and counselling to team members • problem-solving skills to develop and respond to unpredictable staff performance issues • planning and organizational skills to monitor and maintain a formal performance management system • literacy skills to express potentially complex and sensitive information in writing and to develop and interpret typical performance management documentation • numeracy skills to work with documents such as staff records and schedules

Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and Beverage Service Supervision Level IV	
Unit Title	**Provide Mentoring Support to Business Colleagues**
Unit Code	**CST FBS4 07 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to act as a business mentor to other individuals in the industry or workplace.

Elements	Performance Criteria
1. Establish a relationship with the person being mentored.	1.1 Use effective communication styles to develop trust, confidence and rapport.
	1.2 Make agreements on how the mentoring relationship will be conducted, including the amount of time involved for parties, confidentiality of information and the scope of issues to be covered.
	1.3 Discuss and clarify **expectations and goals**.
2. Offer mentoring support.	2.1 Assist the person being mentored to identify and evaluate options to achieve agreed goals.
	2.2 Share appropriate personal experiences and knowledge with the person to assist in progress towards agreed goals.
	2.3 Encourage the person to make decisions and take responsibility for the courses of action or solutions under consideration.
	2.4 Provide supportive advice and assistance in a manner that allows the person to retain responsibility for achievement of his or her own goals.
	2.5 Recognize and openly discuss **changes in the mentoring relationship**.
	2.6 Make adjustments to the relationship to take account of the needs of both parties.

Variable	Range
Expectations and goals for mentoring may include:	• acquisition of specific business skills • progress with overall business development • individual professional and personal development
Changes in the mentoring relationship may include:	• inability of one party to continue participation • identification of a need for assistance from others with different skills • achievement of goals and decision to conclude the relationship

	• changes in the dynamic of the relationship

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • understanding of the role and benefits of mentoring in business • extensive experience and knowledge of the context in which the person being mentored is operating • ability to use workplace knowledge and experience to assist another individual to achieve his or her agreed goals • application of effective communication styles to develop the mentoring relationship • demonstration of skills over a period of time where the candidate provides mentoring support for a less experienced colleague
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • understanding of mentoring, its role and potential benefits • protocols associated with a mentoring relationship, including appropriate boundaries • typical issues and problems that might occur at given points in a mentoring relationship • extensive knowledge and experience of the area of business in which the person being mentored operates.
Underpinning Skills	Demonstrates skills to: • communication skills to develop and maintain a positive, open and mutually supportive mentoring relationship • critical thinking skills to evaluate and generate complex ideas and concepts • literacy skills to interpret a wide range of complex documentation
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and Beverage Service Supervision Level IV	
Unit Title	**Plan and Implement Sales Activities**
Unit Code	**CST FBS4 08 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to plan and implement sales activities. It requires the ability to identify and analyze market and customer needs, proactively target current and new customers, plan the operation of sales calls, make calls and prepare sales reports.

Elements	Performance Criteria
1. Plan sales activities.	1.1 Plan and schedule sales activities for existing and potential customers according to marketing plan or other organization systems.
	1.2 Identify, analyze and incorporate appropriate organization, customer and market *information* into the sales planning process.
	1.3 Proactively source prospects and create profiles accordingly.
	1.4 Estimate potential revenue, based on sound analysis of information and in consultation with appropriate colleagues.
	1.5 Plan activities to maximize opportunities to meet individual and team targets.
	1.6 **Establish practical sales call patterns** based on analysis of all relevant customer and market information.
2. Prepare for sales calls.	2.1 Make sales call appointments in advance where appropriate.
	2.2 Develop *sales call strategies and tactics* based on market knowledge, current sales focus and consultation with appropriate operational colleagues.
	2.3 Gather specific *information and support materials* to support individual sales calls.
3. Make sales calls.	3.1 Make sales calls according to agreed call patterns.
	3.2 Build relationships with customers through the use of effective interpersonal communication styles.
	3.3 Develop customer trust and confidence through the demonstration of personal and professional integrity.
	3.4 Proactively identify and resolve customer issues and problems.
	3.5 Use selling techniques to maximize opportunities to meet and exceed sales targets.
	3.6 Provide current, accurate and relevant information on product features and benefits according to current organization marketing focus.

	3.7 Encourage feedback from customers and proactively seek market intelligence.
4. Review and report on sales activities.	4.1 Review all activities according to agreed evaluation methods and incorporate results into future sales planning.
	4.2 Prepare sales reports according to required timelines and organization procedures.
	4.3 Present market intelligence in a manner that provides clear and concise information to those responsible for sales and marketing planning.
	4.4 Share market intelligence with relevant colleagues in a timely fashion.

Variable	Range
Information to be incorporated into the sales planning process may include:	• sales and marketing reports • financial statistics • market trends • competitive activity
Establishing practical sales call patterns may be affected by:	• specific sales and revenue targets • call intensity required • geographic considerations and restraints • current organization priorities • need for administration and reporting time
Sales call strategies and tactics may include or be based on:	• focus on specific products or offers • individual customer history • current sales figures for nominated periods • response to competitive activity
Information and support materials may include:	• brochures • tariff sheets • other handouts • internet and web pages • electronic updates • display material • giveaways • incentive material

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • project or work activities that show the candidate's ability to plan and implement sales activities for a specific business

	operation and to prepare sales reports
	• use of effective communication skills during sales calls
	• detailed knowledge of the industry, including structure and interrelationships, industry networks, information sources and distribution and marketing networks
	• project or work activities conducted over a commercially realistic period of time so that the planning, analysis and reporting aspects of this unit can be assessed
Underpinning Knowledge and Attitudes	Demonstrates knowledge of:
	• in-depth knowledge of the principles of selling, sales communication and relationship building
	• in-depth product knowledge sufficient to take a proactive sales role
	• detailed knowledge of the industry, including structure and interrelationships, industry networks and information sources
	• industry and market knowledge appropriate to the sector and organization , including:
	➢ in-depth knowledge of distribution and marketing networks, especially those that support the product or service being promoted
	➢ current customer and market trends, products and service style that would meet particular customer and market requirements and preferences
	➢ links between sales and other areas of the organization 's operations
	• overall structure and content of marketing plans
	• role of sales within the overall marketing mix
	• broad and working knowledge of the legal liability and implications of consumer legislation and regulations on selling products appropriate to particular industry sectors
Underpinning Skills	Demonstrates skills to:
	• sales skills to sell diverse products and services in a range of industry contexts and environments
	• planning and organizational skills that relate to the conduct of sales activities
	• high-level verbal communication skills, specifically active listening and questioning
	• conflict and problem resolution techniques in order to take a lead role in solving ongoing problems
	• high-level literacy skills to interpret customer information and market trend information, and to read and prepare sales reports
	• high-level numeracy skills to calculate potential sales revenues and create and interpret sales statistics

Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and beverage Service Supervision Level IV	
Unit Title	**Design databases**
Unit Code	**CST FBS4 09 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to design and develop a database (including queries, forms and reports) to meet a defined need using existing data.

Elements	Performance Criteria
1. Design database	1.1 Review ***organizational and task requirements*** to confirm ***scope and functionality of database*** design, including data redundancy 1.2 Develop a logical data model to identify and classify data into types 1.3 Select appropriate ***software*** according to organizational and task requirements and required scope and functionality of database 1.4 Confirm database design with ***appropriate person***
2. Develop database	2.1 Set field attributes according to data type and link databases by a common field in accordance with software procedures 2.2 Identify primary key to uniquely identify data 2.3 Identify foreign keys to establish associations between data 2.4 Use ***software functions*** and ***formulae*** to meet organizational and task requirements 2.5 Create password and access system according to organizational and task requirements
3. Develop queries, forms and reports	3.1 Develop queries as required by organizational and task requirements 3.2 Develop input screens or forms in order to access required data 3.3 Develop reports according to organizational and task requirements
4. Test and Finalize database	4.1 Populate database with sample dataset for testing 4.2 Assess and document effectiveness of data relationships, queries forms and reports 4.3 Address any errors in database design 4.4 ***Name and store*** database in accordance with organizational requirements and exit the application without data loss or damage 4.5 Confirm database readiness with appropriate person

Variable	Range
Organizational and task requirements may include:	• business requirements • consistent corporate image, including colour schemes and company logo

	• established guidelines and procedures for data usage • existing database templates • final output requirements for data • house styles • observing copyright legislation • organization name, time, date, document title, filename or other fields in headers and footers • technical operating environment and platform
Scope and functionality of database may include:	• concurrency of access requirements • data relationships • data structures • forms • queries • reports • screens • security features • table relationships
Software may include:	• commercial software applications • organizational specific software
Appropriate person may include:	• clients • colleagues • supervisors

Software functions may include:	• adding, deleting, moving, re-labelling fields
	• altering field widths
	• calculations, formula
	• data protection
	• field definitions and attributes
	• formatting fields
	• formatting text
	• headers and footers
	• inserting and deleting blank lines and spaces
	• macros:
	   ➢ append
	   ➢ delete
	   ➢ edit
	   ➢ exit
	   ➢ list
	   ➢ print
	   ➢ query
	   ➢ report
	• repeating (if available)

	• table, form and report wizards
Formulae may include:	• formulae • addition • average • combinations of formulae • count • division • maximum • minimum • multiplication • subtraction • sum
Naming and storage may include:	• authorised access • filing locations • organizational policy for backing up files • organizational policy for filing hard copies of spreadsheets • security • storage in folders and sub-folders • storage on disc drives, CD-ROM, USBs, tape or server back-up

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • producing a database containing a minimum of three tables and incorporating queries, reports and forms • knowledge of advanced functions of database software app.

Underpinning Knowledge and Attitudes	Demonstrates knowledge of:
	• advanced functions of database software applications
	• impact of formatting and design on the presentation and readability of data
	• key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:
	  ➢ anti-discrimination legislation
	  ➢ ethical principles
	  ➢ codes of practice
	  ➢ privacy laws
	  ➢ occupational health and safety

Underpinning Skills	Demonstrates skills to: • literacy skills to interpret and evaluate the purposes and features of databases

	• numeracy skills to utilise software functions and formulae, and to establish data relationships and queries • planning and organising skills to establish database design • problem-solving skills to address inconsistencies in database design and data relationships
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and Beverage Service Supervision Level IV	
Unit Title	**Develop and Use Complex Spreadsheets**
Unit Code	**CST FBS4 10 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to use spreadsheet software to complete business tasks and to produce complex documents.

Elements	Performance Criteria
1. Prepare to develop spreadsheet	1.1 Organize personal work environment in accordance with *ergonomic requirements* 1.2 Analyze task and determine specifications for spreadsheets 1.3 Identify organizational and task requirements in relation to data entry, storage, output, reporting and presentation requirements 1.4 Apply *work organization strategies* and *energy and resource conservation techniques* to plan work activities
2. Develop a linked spreadsheet solution	2.1 Utilize *spreadsheet design* software *functions* and *formulae* to meet identified requirements 2.2 Link spreadsheets in accordance with software procedures 2.3 Format cells and use data attributes assigned with relative and/or absolute cell references, in accordance with the task specifications 2.4 Test formulae to confirm output meets task requirements
3. Automate and standardize spreadsheet operation	3.1 Evaluate tasks to identify those where automation would increase efficiency 3.2 Create, use and edit *macros* to fulfil the requirements of the task and automate spreadsheet operation 3.3 Develop, edit and use *templates* to ensure consistency of design and layout for forms and reports, in accordance with organizational requirements
4. Use spreadsheets	4.1 Enter, check and amend data in accordance with organizational and task requirements 4.2 *Import and export* data between compatible spreadsheets and adjust host documents, in accordance with software and system procedures 4.3 Use manuals, user documentation and online help to overcome problems with spreadsheet design and production 4.4 Preview, adjust and *print* spreadsheet in accordance with organizational and task requirements 4.5 *Name and store spreadsheet* in accordance with organizational requirements and exit the application without data loss or damage
5. Represent numerical data in graphic form	5.1 Determine style of *graph* to meet specified requirements and manipulate spreadsheet data if necessary to suit graph requirements 5.2 *Create graphs* with labels and titles from numerical data

	contained in a spreadsheet file 5.3 Save, view and print graph within designated time lines

Variable	Range
Ergonomic requirements may include:	• avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position • lighting • noise minimisation • posture • screen position • workstation height and layout
Work organization strategies may include:	• exercise breaks • mix of repetitive and other activities • rest periods
Energy and resource conservation techniques may include:	• double-sided paper use • recycling used and shredded paper • re-using paper for rough drafts (observing confidentiality requirements) • using power-save options for equipment
Spreadsheet design may include:	• analysis • appropriateness • avoidance of blank rows and columns • embedding cell references in formulae • formulae • formatting and reformatting • functions • headers and footers • headings • headings and labels • identification and parameters • import and export of data • labels • linked formulae • multi-page documents • pivot tables • relative and absolute cell references • split screen operation

Functions may include:	• basic financial functions (if available) • date functions • logical functions (lookup, if, choose, true, false, conditions) • mathematical functions (square root, integer, absolute value, round) • simple nested functions • statistical functions (standard deviation, count, maximum, minimum)
Formulae may include:	• addition • average • comparison • division • exponentiation • multiplication • percentage • subtraction • combinations of above
Macros may include:	• printing sections of a spreadsheet
Templates may include:	• font types and sizes • forms • headers and footers • headings • page formats • reports
Importing and exporting data may include:	• proofreading • reformatting • split screen (if available)
Printing may include:	• charts • entire workbooks • selected data within a worksheet • worksheets
Naming and storing spreadsheets may include:	• authorised access • file naming conventions • filing locations • organizational policy for backing up files • organizational policy for filing hard copies of spreadsheets • security • storage in folders and sub-folders • storage on disk drives, CD-ROM, USB, tape back-up, server

Graphs may include:	• bar • line • pie • scatter • stack • 3D
Creating graphs may include:	• data range • keys and legends • labels and titles • naming • sizing (if possible) • using graph menu • X and Y axis

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • developing complex spreadsheets • developing graphical representations of data contained in spreadsheets

Underpinning Knowledge and Attitudes	Demonstrates knowledge of:
	• advanced functions of spreadsheet software applications
	• impact of formatting and design on the presentation and readability of data
	• key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:
	   ➢ anti-discrimination legislation
	   ➢ ethical principles
	   ➢ codes of practice
	   ➢ privacy laws
	   ➢ occupational health and safety
	• organizational policies and procedures

Underpinning Skills	Demonstrates skills to: • literacy skills to interpret and evaluate the purposes and uses of various features of spreadsheets and to use a variety of strategies for planning and reviewing own work • proofreading and editing skills to check for accuracy and consistency of information by consulting additional resources • numeracy skills to collate and present data, graphs and related references
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to

	information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Front Office Supervision Level IV	
Unit Title	**Organize in-House Events or Functions**
Unit Code	**CST FBS4 11 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to organize in-house events or functions from the perspective of an individual working within a commercial venue.

Elements	Performance Criteria
1. Establish and confirm event requirements	1.1 Liaise with client to establish **specific event operational requirements**.
	1.2 Calculate quotations to ensure maximum profitability of the function and provide to client according to organization procedures.
	1.3 Develop **options and ideas** in consultation with colleagues and suppliers to assist client with event planning.
	1.4 Identify and pursue **additional sales opportunities** through effective communication with client to ensure maximum profitability of the function.
	1.5 Negotiate and agree upon final event details, with confirmation in writing provided to client, including financial and other conditions.
	1.6 Prepare, maintain and issue relevant **event documentation** to clients and suppliers
2. Coordinate in-house event services	2.1 Liaise with appropriate colleagues and suppliers to facilitate effective planning of event services.
	2.2 Identify and organize appropriate **internal and external resource requirements**.
	2.3 Research relevant information about new or previously unused services for incorporation into current and future events.
	2.4 Identify and consider possible **event impacts** and take appropriate action to address these impacts.
	2.5 Prepare, update and distribute **event documentation** to clients, relevant colleagues and suppliers according to organization procedures.
	2.6 Prepare and organize relevant **event briefings** in a timely fashion.
	2.7 Minimize use of printed materials and maximize electronic transmission of all client and event documents to reduce negative environmental impacts

3. Monitor and evaluate in-house services	3.1 Monitor event set-up and operation according to service agreements and relevant safety requirements.
	3.2 Promptly identify *operational problems* and take appropriate action to resolve.
	3.3 Obtain feedback from clients, colleagues and suppliers and use or share this information for future event organization.
	3.4 Finalize *post-event administrative requirements* accurately and promptly.

Variable	Range
Specific event operational requirements may relate to:	• catering • technical equipment • overall format and style • access • bump-in and bump-out • security • timing
Options and ideas may relate to:	• different approaches to use of space • refining or adjusting catering options • ideas about technical requirements • possible use of other suppliers
Additional sales opportunities may include:	• extra services • upgraded services
Event documentation may include:	• paper-based or electronically transmitted materials • access and security details • booking conditions • confirmations • financial documents, including invoices and receipts • running sheets • service vouchers • information packs
Internal and external resource requirements may include:	• entertainment • equipment • furniture • catering • security • display or decoration • other specialist services, such as interpreters

Event impacts may relate to:	• access
	• crowds
	• noise
	• security
	• staffing requirements
	• negative environmental impacts due to:
	    ➢ inefficient use of energy, water and other resources during event set-up, operation and break-down
	    ➢ unsafe disposal of all waste, especially hazardous substances

Event briefings may be verbal or written and may be for:	• internal staff • external suppliers • participants • staff in client organization
Operational problems may relate to:	• failure to provide agreed services • deficit in quality of services being provided • non-performance of internal or external suppliers • technical malfunctions • last minute changes in client requirements • unforeseen incidents or circumstances
Post-event administrative requirements may include:	• finalising accounts • collating event feedback

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • ability to coordinate efficient, resource effective and safe events and provide services that meet agreed client requirements • effective liaison and proactive identification of operational problems • accuracy in presentation of event information and the ability to tailor venue services to meet client needs • knowledge of the types and range of event services that may be required by different clients • demonstration of skills through the organization of more than one event • presence of typical workplace time constraints for the completion of tasks
Underpinning Knowledge and Attitudes	• Demonstrates knowledge of: • general characteristics of different types of events and event

clients for different styles of venue

- role of different venue personnel in the event management process, including the relationships of different venue personnel to clients
- understanding of event costing and venue profitability requirements
- range and general features of typical internal and external services required for different types of events, including:
  - ➢ catering
  - ➢ technical
  - ➢ use of space or different layouts
  - ➢ security
  - ➢ entertainment
  - ➢ display and decoration
  - ➢ current industry practice in relation to use of different services and technologies
  - ➢ typical event coordination procedures and systems within a commercial venue
  - ➢ types of problems that commonly occur during event planning and operations
  - ➢ purposes and features of various types of documentation used to control the event management process within a venue
  - ➢ safety legislation and requirements that impact on event set-up and operation
  - ➢ the environmental impacts of resource, water and energy use during event set-up, operation and break-down and minimal impact practices to reduce these
  - ➢ correct and environmentally sound disposal methods for all types of waste and in particular for hazardous substances

Underpinning Skills	Demonstrates skills to:
	- organizational skills to coordinate a complete event within a framework of existing venue procedures and systems
	- problem-solving skills to anticipate and respond to a range of event planning and operational issues
	- communication and interpersonal skills to establish and conduct positive business relationships with internal and external clients
	- literacy skills to develop and interpret a range of event documentation
	- numeracy skills to estimate and calculate costs of different services and products
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.

Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food Production Supervision Level IV	
Unit Title	**Develop and Update Legal Knowledge Required for Business Compliance**
Unit Code	**CST FBS4 12 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to ensure business compliance with legislation across a broad range of operational areas. Ability to research and apply relevant legal information to business operations is the key focus of the unit.

Elements	Performance Criteria
1. Research the legal information required for business compliance	1.1 Identify **sources of relevant legal and licensing information** and advice. 1.2 Determine compliance needs for the business by accessing, selecting and analyzing all information on relevant **legal and licensing requirements**. 1.3 Determine risks, penalties and consequences of non-compliance
2. Ensure compliance with legal requirements	2.1 Assess the need for specialist legal advice and seek assistance where appropriate. 2.2 Record and distribute relevant legal information to colleagues at appropriate times and in suitable formats for the intended audience. 2.3 Organize information updates and training for colleagues and staff where appropriate. 2.4 Establish and monitor **workplace systems and procedures**, including a risk management approach to ensure compliance with legal requirements. 2.5 Identify aspects of operations that may infringe or potentially infringe laws and solicit advice on how to develop and implement modifications
3. Update legal knowledge	3.1 Use formal and informal research to update the legal knowledge required for business compliance. 3.2 Share updated knowledge with colleagues and incorporates into workplace planning and operations.

Variable	Range
Sources of relevant legal and licensing information may include:	• reference books • media • industry and employer associations

	- industry journals - internet - customers and suppliers - legal experts - regulatory authorities - local government officers - state or territory government departments
Legal and licensing requirements may relate to:	- liquor - businesses preparing and selling food - gaming - sale of travel products - security - OHS - industrial relations - taxation - EEO - anti-discrimination - trades - access to protected areas
Workplace systems and procedures to ensure compliance with legislation may relate to:	- recruitment, termination and other human resource management issues - food safety programs - in-house policies to ensure responsible service of alcohol - inspections and auditing - risk assessments - consumer complaint and dispute resolution processes - training practices - approval processes and protocols for various work activities - general work practices and work organization approaches - workplace design - distribution of information within the organization - signage

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: - general knowledge of the legislation that affects business operations in a particular industry sector - knowledge of how to access and update the legal information required for business compliance or seek professional assistance on legal matters - demonstrated application of legal knowledge to specific workplace situations and problems

Underpinning Knowledge and Attitudes	Demonstrates knowledge of:
	
	• general knowledge of compliance provisions of legislation in the following areas to the level of depth required by an operational manager or owner-operator and in the specific context of a tourism, hospitality or events organization :
	
	  ➢ legal responsibilities and liabilities of managers and directors within varying business structures
	
	  ➢ consumer protection and trade practices: key features of trade practices and fair trading legislation, its application in different Federal and Regional and key areas in which tourism and hospitality businesses must ensure compliance
	
	  ➢ licensing: licenses needed by various businesses and individuals within those businesses; license application procedures; ongoing requirements to maintain license, auditing and inspection regimes; and reasons for cancellation of licenses
	
	  ➢ contracts: differences between contracts; impacts of contract law on operators, including the specific terms and obligations of contract; methods of contractual agreement, exclusion clauses and termination of contracts
	
	  ➢ insurance: key business insurances required by different tourism and hospitality businesses, including public liability and workers' compensation
	
	  ➢ superannuation: employer responsibilities in relation to payment of superannuation for employees
	
	  ➢ industrial relations: rights and responsibilities of employees and employers under industrial relations legislation
	
	  ➢ taxation: overview of statutory reporting requirements for businesses
	
	  ➢ equal employment opportunity (EEO) and anti-discrimination: including key features, employer responsibilities and consequences of operating contrary to legislation
	
	  ➢ sources of legal information and advice in particular industry sectors

Underpinning Skills	Demonstrates skills to: • research skills to source and access legal information and advice • critical thinking skills to evaluate and apply complex information to a particular operational context • literacy skills to interpret complex information from varied sources

Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and beverage Service Supervision Level IV	
Unit Title	**Profile the market**
Unit Code	**CST FBS4 13 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to profile a target market or market segments in accordance with a marketing plan and to develop market positioning strategies.

Elements	Performance Criteria
1. Segment the market	1.1 Identify **criteria** for use in segmenting the market in accordance with the marketing plan
	1.2 Identify and access **sources of information for segmenting and profiling markets** in accordance with the marketing plan
	1.3 Segment the market in accordance with identified criteria
	1.4 Review market segments for their usefulness in terms of factors such as their **size**, **potential**, **distinctive needs**, **easy identification of members** or **distinctive media use patterns**
	1.5 Select **market segments** to meet marketing objectives, and choose and apply new segmentation criteria if required
2. Identify the target market	2.1 Evaluate **approaches** to determining and describing the total market for a product or service
	2.2 Define the target market in terms of the consumers to be included as **prospective users** of a product or service, and the selected market segments
	2.3 Use **segment descriptors** to describe the target market
	2.4 Identify available **strategic marketing options** and select **targeting strategies** that best meet the requirements of the marketing plan
3. Profile the target audience	3.1 Describe the total market and selected market segments in the form of a consumer profile
	3.2 Identify consumer characteristics in **standard statistical terms** and/or the descriptive terms used in media selection in the consumer profile
	3.3 Use **demographic** and/or **psychographic descriptions** in the consumer profile in accordance with the requirements of the marketing plan
	3.4 Describe consumer attitudes to products or services being offered
	3.5 Ensure profile meets organizational requirements in terms of

	language, format, content and level of detail
4. Develop a positioning strategy	4.1 Identify available *positioning strategies* and choose a strategy to meet *marketing requirements* and consumer profile
	4.2 Write a positioning implementation plan containing several options, in accordance with organizational requirements
	4.3 Submit plan to supervisor within specified time lines and make appropriate adjustments based on feedback

Variable	Range
Criteria may include:	- attitude - average order value in units and dollars - desired benefits - business characteristics - consumer needs - demographics - geography - lifestyle - lifetime value in units, dollars and number of transactions - product or service usage - psychographics - regency and frequency of response to direct marketing activities - social and cultural factors
Sources of information for segmenting and profiling markets may include:	- advertising sales representatives - existing research data - industry sources - media representatives - original a priori research (where the market segments are assumed at the beginning and research is used to confirm them) - original response based research

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	• owners or brokers of mail, email and phone lists • sales representatives • website operators
Usefulness in terms of size may include:	• segments which are large enough to justify the expense of creating distinctive offers and creative executions • small segments which are viable if telephone and email are used as communication media rather than other types of media
Potential may include:	• high response of market segment members to test campaigns • high response to previous campaigns by members of market segments

Distinctive needs may include:	• specific price points
	• specific products or services
	• specific response vehicles such as:
	   ➢ store visiting only
	   ➢ website only response
	• specific timing of communications such as:
	   ➢ day of week
	   ➢ seasonality
	   ➢ time of day

Easy identification of members may include:	• flags such as:
	   ➢ postcode
	   ➢ date of last purchase
	• geographical location of segment members, such as:
	   ➢ city
	   ➢ metropolitan region
	   ➢ regional centre
	   ➢ rural region
	   ➢ state or territory
	• spending habits such as:
	   ➢ one-off purchasers
	   ➢ subscribers

Distinctive media use patterns may include:	• age • email use • ethnic language television, newspapers and radio • gender • internet use • mobile phone use • special interests

Selection of market segments may be contingent upon:	• expected frequency of purchase • expected lifetime as customers • expected volume of purchase • how efficiently segment members can be reached with targeted communications • one or more segments
Approaches may include:	• describing total market in dollar or unit terms as gross sales of all other products or services similar to those offered by the organization • describing total market in prospect terms as those most similar to current customers • identifying consumers with relevant needs • identifying current users of a product or service • identifying people with related characteristics
Prospective users may include:	• market segment users most similar to current customers

Segment descriptors may include:	• demographic descriptions
	• geographic descriptions
	• historic descriptions such as:
	  ➢ volume of purchase
	  ➢ frequency of purchase
	• psychographic descriptions

Strategic marketing options may include:	• advertising strategies such as:
	  ➢ most cost effective creative executions
	  ➢ most cost effective media or media vehicle for each segment
	  ➢ most cost-effective media or media vehicle
	• distribution strategies such as:
	  ➢ one-step
	  ➢ multi-step
	• innovative strategies

Targeting strategies may include:	• anniversary of first purchase • concentrated, differentiated and mass strategies • de-duping prospect lists against customer lists • differentiation and segmentation • ease of entry • frequency of purchase • gender • geography of home or workplace • growth considerations • innovation

	- market share - media usage - niche markets - price sensitivity - purchasing power - recency of purchase - sales volume

Standard statistical terms may include:	- categories used by the Ethiopian Bureau of Statistics in collecting and reporting census data
	- media selection terms such as:
	  ➢ behavioristics
	  ➢ demographics
	  ➢ geo-demographic analysis of census data available from proprietary research suppliers
	  ➢ geographic selections and segmentations

Demographic descriptions may include:	- age - date and place of birth - disability - education - first language - gender - household income - languages spoken at home - marital status - nationality - number and age of children - occupation
Psychographic descriptions may include:	- activities - affiliations - attitudes - interests - lifestyle - opinions - political views - values
Positioning strategies may include:	- competitive positioning - conspicuous positioning - convenience of use - convenience to buy - image perceptions - market follower positions

	• market leader positions
	• Me-Too positioning
	• prestige and exclusive positioning
	• pricing
	• quality
	• repositioning
	• service positioning
	• uniqueness
	• value positioning
Marketing requirements may include:	• business-to-business marketing
	• direct marketing
	• ideas marketing
	• marketing of goods
	• public sector marketing
	• services marketing
	• telemarketing

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • developing a market positioning strategy that documents market segmentation, consumer profiling, targeting and strategies relevant to a product or service being offered to the marketplace
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • data collection and analysis techniques • industry knowledge including: ➢ components of the marketing mix ➢ elements of marketing planning • marketing communications concepts and processes • organizational structures, roles, responsibilities, business and marketing plans • product and service standards and best practice models • relevant legislation from all forms of government that may affect aspects of business operation in addition to those listed above, especially in relation to occupational health and safety, environmental issues, equal opportunity, industrial relations and anti-discrimination
Underpinning Skills	Demonstrates skills to: • creativity and innovation skills to select targeting and positioning strategies that meet organization 's requirements • culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities

	• literacy skills to prepare reports and to interpret internal and external marketing information • research skills to identify and analyze market segments and target markets
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and Beverage Service Supervision Level IV	
Unit Title	Operate an Online Information System
Unit Code	**CST FBS4 14 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to operate an online information system, which can include the internet and any intranet system. It requires the ability to determine information requirements and locate, check and download information.

Elements	Performance Criteria
1. Access online information.	1.1 Identify information requirements. 1.2 Identify sources of information and access the correct **online information systems** in an efficient manner. 1.3 Select appropriate search methods for the type of **information** required. 1.4 Use key words and phrases to search for required information. 1.5 Use and manipulate the **features of the system** to access the full range of required information.
2. Check and download information.	2.1 Ensure that the information accessed meets the required scope and purpose. 2.2 Conduct a further search if information is insufficient. 2.3 Select the required information. 2.4 Place an order for any information required to be purchased. 2.5 Download and save information according to system procedures and organization requirements. 2.6 Organize information in a suitable format for use. 2.7 Use information in an ethical manner and according to organization procedures and privacy, copyright and intellectual property requirements.

Variable	Range
Online information systems will vary depending upon the organization and industry sector but could include:	• internet • intranet • extranet • organization -designed systems • state and federal government tourism authority information systems • international government tourism authority information systems

	• computerized reservations systems
Information may relate to a range of subjects, including:	• costs • rates • commissions payable • general destination information • general product information • transportation • accommodation • attractions • events and festivals • schedules for any tourism product or service • booking requirements
Features of the system which can be manipulated may include:	• different internet search engines • search function of a database

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • ability to source and retrieve multiple types of information from an automated system, ideally as a component of integrated work activity and in response to multiple customer requests covering a range of tourism products and services • ability to manipulate the functions of the system to efficiently access the information • Completion of activities to access and retrieve a range of information within typical workplace time constraints.
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • role of online information systems in the tourism industry • functions of the information system • basic understanding of privacy, copyright and intellectual property requirements as they relate to copying and using online information
Underpinning Skills	Demonstrates skills to: • basic keyboarding skills • electronic file handling skills, including saving, copying • literacy skills to determine and correctly spell key search words and phrases and to read and follow online instructions for searching and downloading information
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.

Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and Beverage Service Supervision Level IV	
Unit Title	**Access and Interpret Product Information**
Unit Code	**CST FBS4 15 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to access and interpret specific details about tourism products correctly and accurately. This unit does not cover detailed interpretation of airfare information which is covered by a range of other Tourism Sales and Operations units.

Elements	Performance Criteria
1. Identify and access product information.	1.1 Identify and access sources of *product* information.
	1.2 Select appropriate *sources* according to organization policy, commercial agreements and specific needs.
	1.3 Source *specific product information* to meet the *particular sales or operational need*.
2. Interpret product information.	2.1 Interpret general information and apply this to meet the particular sales or operational need.
	2.2 Interpret *specific details about the product* and accurately apply this information to meet the particular sales or operational need.
	2.3 Interpret any *special jargon or specifications* in product information and accurately apply these to meet the particular sales or operational need.
	2.4 Identify and assess any customer, sales or operational *risks that relate to the product* and apply these to meet the particular sales or operational need.

Variable	Range
Products and services offered within the tourism industry are diverse and may include:	- transportation - transfers - accommodation - entertainment - tours - cruises - entrance to attractions or sites - travel insurance - tour guiding services - activities - meals - functions

	• special items with customer's corporate branding • special events • venue facilities • convention facilities • speaker services • audiovisual services • meeting or event equipment • special event consumable items • food, beverage and catering • currency and banking services
Sources of product information may include:	• principal or supplier of the product • product library • internet, intranet and extranet • organization -designed information systems, e.g. inventory control database • state and federal government tourism authority information systems • international government tourism authority information systems • centralised reservations system (CRS) • global distribution system (GDS)
Specific product information may be found in:	• brochures • e-brochures • timetables • tariff sheets • confidential tariffs • sales kits • supplier information kits • product manuals • advertising flyers • manufacturer specifications
Particular sales or operational need may include:	• providing destination and specific product information and advice • providing specific information and advice about the credentials of the tourism operator in minimising negative environmental, social and cultural impacts • selling tourism products to the customer • preparing quotations • booking and coordinating a supplier service for the customer • receiving and processing a reservation from a customer • processing financial transactions • issuing customer travel documentation

	- issuing crew documentation, e.g. operational or technical itineraries - organising functions - processing and monitoring meeting or event registrations - purchasing promotional products - hiring special equipment
Specific details about the product may include:	- costs, tariffs and rates - additional taxes and levies imposed - currency applied to the cost - terms, conditions and rules - scheduling information - product codes - booking procedures - point of departure - route taken - point of conclusion or disembarkation - touring inclusions and exclusions - technical specifications for audiovisual and other meetings and events equipment - specifications for products to be branded with corporate details
Special jargon or specifications may include:	- industry terminology - common abbreviations used in the tourism industry - use of the 24-hour clock - technical capacity of equipment
Risks that relate to the product may include:	- product price increase - fluctuations in exchange rates - unclear product, tax and levy costs - unclear product provision, deposit, payment and cancellation terms and conditions - seasonal non-availability of the product - non-operation of the product (e.g. cancelled tour departure) - safety risk to customer in participating in touring activities, e.g. with adventure activities - limitations in participation due to incapacity, e.g. age, disability or special license requirements, such as driver's license or SCUBA license - products that cause negative environmental, cultural or social impacts such: - damage to environmentally or culturally sensitive areas or sites - disturbance or injury to fauna

	- physical damage to flora - introduction of exotic and feral species - damage to roads, tracks and fire trails - pollution from vehicle emissions and unmanaged waste - noise disturbance to the local community - trivialization of culture

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: - ability to access and interpret information on different categories of tourism products, ideally as a component of integrated work activity and to meet the different needs of multiple customers - knowledge of product terminology and procedures - project or work activities that show the candidates' ability to access and interpret product information within the context of the particular industry sector in which they are working or seeking work; for those undertaking generic pre-employment training, assessment must cover a range of industry contexts to allow for a broad range of vocational outcomes - accessing and interpreting product information within typical workplace time constraints
Underpinning Knowledge and Attitudes	Demonstrates knowledge of:: - sources of tourism product information and specific product types - major categories of tourism products and services - industry terminology and common abbreviations in relation to major product categories - specific legal issues relating to the interpretation of different types of tourism products
Underpinning Skills	Demonstrates skills to:: - verbal and written use of the 24-hour clock - literacy skills to read and interpret complex product information, including terms and conditions of their sale - writing skills to summarise information
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: - Interview / Written Test / Oral Questioning - Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and Beverage Service Supervision Level IV	
Unit Title	**Sell Tourism Products and Services**
Unit Code	**CST FBS4 16 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to sell tourism services and products proactively in a range of industry contexts. It requires the ability to provide quality customer service while identifying specific customer needs, suggest a range of products to meet those needs, provide current and accurate product information and close the sale.
	The sale of some tourism products and services is subject to specific regulation under several federal and state or territory pieces of legislation. In most States and Territories, organization s that sell air tickets must meet the requirements of relevant state or territory Department or Office of Fair Trading to hold a travel agent's license.
	This unit covers the sale of any type of tourism product or service to any destination. Therefore, training and assessment must take into account the specific requirements of tourism-related legislation as it applies to selling the product or destination.

Elements	Performance Criteria
1. Identify customer needs.	1.1 Accurately identify specific customer needs and preferences, including cultural needs and expectations.
	1.2 Identify any customer requirements which, if met, would breach **ethical and legal commitments**.
	1.3 Establish rapport with the customer to promote goodwill and trust.
	1.4 Disclose any **fees determined by the organization** to ensure charges for sales and product coordination activities are clearly understood by the customer.
2. Suggest products to meet customer needs.	2.1 Undertake any required research to source information to meet **specific customer needs**.
	2.2 Tailor product options to the customer's specific needs.
	2.3 Make any **product** suggestions according to current organization promotional focus and any preferred product arrangements where appropriate.
	2.4 Make the customers aware of additional products and options that may enhance their itinerary.
	2.5 Provide all options within the appropriate or agreed timeframe.
	2.6 Present all options in a format and style most appropriate to

	the particular customer and according to organization procedures.
3. Provide product information and advice.	3.1 Accurately identify the specific product information and advice needs of the customer. 3.2 Provide current and accurate product information and advice, including relevant product conditions in a timely manner. 3.3 Ensure the scope and depths of the information are appropriate to customer needs. 3.4 Present the information and advice in an appropriate format and style. 3.5 Clearly explain and promote product features and benefits to the customer. 3.6 Provide additional information to address customer questions and objections. 3.7 Select and use techniques at the appropriate time to close the *sale* with the customer. 3.8 Identify and act on opportunities to enhance the quality of service to customers.
4. Follow up sales opportunities.	4.1 Where appropriate, make follow-up contact with the customer. 4.2 Provide any required after sales service according to organization procedures.

Variable	Range

Ethical and legal commitments may relate to the sale of:	• child sex tourism products or services
	• products that breach environmental laws
	• products that are known to cause negative environmental, cultural or social impacts such:
	  ➢ damage to environmentally or culturally sensitive areas or sites
	  ➢ disturbance or injury to fauna
	  ➢ physical damage to flora
	  ➢ introduction of exotic and feral species
	  ➢ damage to roads, tracks and fire trails
	  ➢ pollution from vehicle emissions and unmanaged waste
	  ➢ noise disturbance to the local community
	  ➢ trivialization of culture

Fees determined by the organization may include:	• service fee • transaction fee • itinerary preparation fee • visa and passport handling fee

	• loyalty program (e.g. frequent flyer) redemption fee • product booking fee • amendment, cancellation or reconfirmation fee • courier fee • credit card fee • communication fee
Specific customer needs may relate to:	• preferences of different cultures and nationalities • family status • disability • age • gender • available budget • time available • special interests
There is a broad range of products and services sold within the tourism industry, including:	• transportation • airfares • travel insurance • brochured tour packages • specially tailored itineraries • inclusive products or optional touring products • transfers • accommodation • entertainment • tours • cruises • hire cars • entrance to attractions or sites • tour guiding services • activities • meals • functions • special items with customer's corporate branding • venue bookings • speaker services • audiovisual services • meeting or event equipment • special event consumable items • catering

Sales:	• may be made for:
	    ➢ a single product or service
	    ➢ multiple products and services making up a complete

	itinerary
	➢ individual customers
	➢ groups
	➢ one-off touring arrangements
	➢ series tours
	➢ incentive tours
	➢ meetings
	➢ conferences
	• could be:
	➢ face-to-face
	➢ on the phone
	➢ in writing
	➢ by fax
	➢ by email or other electronic transmission
	➢ related to the sale of a destination
	➢ related to the sale of a specific product

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • ability to communicate with the customer and correctly interpret the customer's requirements • ability to apply sales techniques in response to a range of different customer situations • underpinning product knowledge • understanding of consumer liability issues • demonstration of selling skills for multiple products and services and to meet varying customer needs • project or work activities that show the candidates' ability to sell tourism products and services within the context of the particular industry sector in which they are working or seeking work; for those undertaking generic pre-employment training, assessment must cover a range of industry contexts to allow for a broad range of vocational outcomes • completion of sales activities within typical workplace time constraints
Underpinning Knowledge and Attitudes:	Demonstrates knowledge of: • broad and working knowledge of the principles of selling and sales communication, especially as they relate to intangible products • broad and working knowledge of the legal liability and implications of consumer legislation and regulations relating to selling tourism products appropriate to the particular industry sector and job role

	- special laws relating to the sale of prohibited products and services, e.g. Sex Tourism Law - product knowledge appropriate to the organization or industry sector - content and format of product information - formats and styles of information presentation, including styles that cater for those with special needs (e.g. presenting information in large print or providing information electronically) - considerations in selling, such as negotiated costs, contractual arrangements or preferred supplier or agent arrangements that may be in place
Underpinning Skills	Demonstrates skills to: - sales techniques - fundamental communication techniques, specifically active listening and questioning - literacy skills to read and interpret the content and format of complex product information documents, including rate schedules and supplier tariff sheets, and sufficient to read plain English documents that relate to legislative requirements of tourism product sales - writing skills to present product options to the customer, such as in the form of an itinerary - numeracy skills to calculate any fees that will apply to the sales and related product coordination activities
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: - Interview / Written Test / Oral Questioning - Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and Beverage Service Supervision Level IV	
Unit Title	**Prepare Quotations**
Unit Code	**CST FBS4 17 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to calculate the costs of products and services accurately and to present quotations to customers. It requires the ability to provide quotations for products and services where some costing and pricing has already been undertaken in the product development phase.

Elements	Performance Criteria
1. Calculate costs of products and services.	1.1 Create **records** to administer the customer's details and requirements.
	1.2 Source and accurately select and interpret product and costing information required to prepare the **quotation**.
	1.3 If required, negotiate costs with suppliers according to commercial agreements and relationships, and within scope of individual responsibility.
	1.4 Calculate commissions or mark-up Nett costs according to organization procedures and requirements to determine a profitable selling price.
	1.5 Accurately calculate any additional taxes, **special fees and other charges**.
	1.6 Accurately calculate any required currency conversions.
	1.7 Accurately calculate the final cost to the customer.
	1.8 Check all calculations against all **product and service** components.
	1.9 Keep detailed and legible records of the method of calculation, according to organization formats.
2. Provide quotations to customer.	2.1 Prepare the quotation to reflect all inclusions required by the customer.
	2.2 Promptly **provide accurate quotation** to the customer according to organization procedures and formats.
	2.3 Offer secondary quotations with options, as appropriate.
	2.4 Ensure all quotations include accurate details of the cost of product and service provision and the **conditions and limitations of the quotation**.
	2.5 Record all details of the quotation accurately and legibly and keep on file according to organization procedures.
	2.6 Minimize use of printed materials and maximize electronic

	transmission and filing of all documents to reduce waste and negative environmental impacts.
3. Update and amend quotations.	3.1 Adjust and update quotations to take account of changed requests or arrangements.
	3.2 Provide the most up-to-date quotation to customers inclusive of new conditions and limitations.
	3.3 Record all details of adjusted quotations and keep on file according to organization procedures

Variable	Range
Customer records may be:	• a computer file • a manual file

Quotations:	• may be for a broad range of products and services, including:
	  ➢ single product or service
	  ➢ multiple products and services making up a complete itinerary
	  ➢ inclusive products or optional touring products
	  ➢ groups
	  ➢ individuals
	  ➢ one-off touring arrangements
	  ➢ series tours
	  ➢ incentive tours
	  ➢ meetings
	  ➢ conferences
	• may be prepared:
	  ➢ manually
	  ➢ using a computer
	• may be provided by:
	  ➢ telephone
	  ➢ verbally in a face-to-face context
	  ➢ fax
	  ➢ email or other electronic transmission
	  ➢ mail
	  ➢ internal communication

Special fees and charges may include:	• service fee • transaction fee • itinerary preparation fee • visa and passport handling fee • loyalty program (e.g. frequent flyer) redemption fee • product booking fee

	• amendment fee
	• cancellation fee
	• reconfirmation fee
	• courier fee
	• credit card fee
	• communication fee
Some examples of products and services included in quotations are:	• domestic products and services • international products and services • transportation • transfers • accommodation • entertainment • tours • cruises • entrance to attractions or sites • tour guiding services • activities • meals • functions • special items with customer's corporate branding • venue hire • speaker services • audiovisual services • meeting or event equipment • special event consumable items • catering
Conditions and limitations of the quotation (initial and subsequent) may include:	• inclusions • exclusions • cost of items that are subject to availability • prices subject to change • inclusion of fees, taxes and levies • general conditions and rules • payment requirements • date of current quotation • life and expiry date of quotation • changes of conditions of pre-existing quotation or booking • changes to provision of pre-existing booking • legislative requirements such as cooling-off period after acceptance of quotation • methods of customer accepting quotation

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • ability to prepare and provide multiple accurate quotations in response to multiple customer requests covering a range of tourism products and services and ideally as a component of integrated work activity • knowledge of industry practices in relation to commissions, mark-up and fees • project or work activities that show the candidates' ability to prepare quotations within the context of the particular industry sector in which they are working or seeking work; for those undertaking generic pre-employment training, assessment must cover a range of industry contexts to allow for a broad range of vocational outcomes • completion of quotations within typical workplace time constraints and the deadlines determined by the customer and the organization
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • key principles and elements of calculating costs and components of quotations • product knowledge appropriate to the specific tourism or hospitality industry sector and the products included in the quotation • negotiated cost of supply, contractual arrangements and preferred supplier arrangements in place • industry commission and mark-up procedures appropriate to the specific industry sector • quotation systems and procedures appropriate to the specific industry sector • broad and working knowledge of legal and consumer protection issues that relate to providing quotations and to the products covered by the quotation.
Underpinning Skills	Demonstrates skills to: • literacy skills to read and interpret documents such as customer files, customer requests and complex product costing information • writing skills to create customer files and document complex customer requests, complex costing and complex written quotations, including the conditions specifically applicable to the quotation • numeracy skills to calculate complex costing components
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.

Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and Beverage Service Supervision Level IV	
Unit Title	**Maintain a Product Inventory**
Unit Code	**CST FBS4 18 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain an inventory of tourism products. It requires the ability to access and interpret the required product information, enter and maintain accurate data and provide product inventory information to relevant personnel.

Elements	Performance Criteria
1. Obtain and interpret information for inventory.	1.1 Obtain *information to be included in inventory* from internal and external colleagues at the appropriate time. 1.2 Interpret and review information prior to entry into *inventory* to ensure information is current and accurate.
2. Enter data into inventory system.	2.1 Calculate costs accurately prior to entry and according to organization procedures and commercial agreements. 2.2 Format all information and enter into the inventory system according to organization procedures and system requirements.
3. Update inventory.	3.1 Monitor the currency of inventory information and update at designated times according to organization procedures. 3.2 Monitor bookings, allotments or requests and adjust as required. 3.3 Remove any out-of-date information from the inventory within designated timelines.
4. Provide inventory information.	4.1 Prepare inventory information, updates and briefings within required timelines. 4.2 Distribute *reports* and inventory information to appropriate colleagues according to organization procedures using electronic transmission, wherever possible, to reduce waste of printed materials and negative environmental impacts. 4.3 Provide assistance to colleagues on inventory-related matters

Variable	Range
Information to be included in inventory may include:	• allotments of any type of tourism product, such as accommodation and seat in coach touring • rates, costs and tariffs • general product information • terms and conditions of sale • special packages • sales data

Inventory may refer to products:	• within an organization of other organization s (suppliers)
Reports may be:	• paper-based or electronically transmitted materials • sales reports • reservation reports • cost comparisons for various product suppliers • usage rates for various product suppliers • used to negotiate rates • used to determine currency of information held in the inventory

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • ability to create, update and produce reports on a product inventory system accurately and within typical workplace time constraints • knowledge of the role played by inventory systems within the organization and the wider tourism industry • ability to make and maintain accurate and multiple product inventory entries that cover the full range of products relevant to the industry sector or organization • project or work activities conducted over a period of time so that the management and monitoring aspects of maintaining an inventory can be assessed • project or work activities that show the candidates' ability to maintain a product inventory within the context of the particular industry sector in which they are working or seeking work; for those undertaking generic pre-employment training, assessment must cover a range of industry contexts to allow for a broad range of vocational outcomes.
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • role played by inventory systems within the organization and wider tourism industry • major categories of tourism products and services • sources of tourism product information and specific product types • industry terminology and common abbreviations in relation to major product categories • product knowledge appropriate to the specific tourism or hospitality industry sector and products to be included in inventory • negotiated cost of supply, contractual arrangements and preferred supplier arrangements in place • industry commission or mark-up procedures appropriate to

	the specific industry sector and the particular products controlled by the inventory
	• key principles and elements of calculating costs for the components of products
	• broad and working knowledge of legal and consumer protection issues that relate to providing quotations and product information
	• uses of various reports within inventory systems
Underpinning Skills	Demonstrates skills to:
	• literacy skills to read and interpret complex product information, including costs and terms and conditions of their sale
	• writing skills to summarise information accurately and succinctly for inclusion in the product inventory and produce accurate inventory reports
	• numeracy skills to interpret and calculate complex product cost components
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Food and Beverage Service Supervision Level IV

Unit Title	**Plan and Organize Work**
Unit Code	**CST FBS4 19 0912**
Unit Descriptor	This unit covers the knowledge, skills and attitude required in planning and organizing work activities in a production application. It may be applied to a small independent operation or to a section of a large organization.

Elements	Performance Criteria
1. Set objectives	1.1 ***Objectives*** are consistent with and linked to work activities in accordance with organizational aims
	1.2 Objectives are stated as measurable targets with clear time frames
	1.3 Support and commitment of team members are reflected in the objectives
	1.4 Realistic and attainable objectives are identified
2. Plan and schedule work activities	2.1 Tasks/work activities to be completed are identified and prioritized as directed
	2.2 Tasks/work activities are broken down into steps in accordance with set time frames and achievable components
	2.3 Task/work activities are assigned to appropriate team or individuals in accordance with agreed functions
	2.4 ***Resources*** are allocated as per requirements of the activity
	2.5 ***Schedule of work activities*** is coordinated with personnel concerned
3. Implement work plans	3.1 ***Work methods and practices*** are identified in consultation with personnel concerned
	3.2 ***Work plans*** are implemented in accordance with set time frames, resources and ***standards***
4. Monitor work activities	4.1 Work activities are monitored and compared with set objectives
	4.2 Work performance is monitored
	4.3 Deviations from work activities are reported and recommendations are coordinated with appropriate personnel and in accordance with set standards
	4.4 Reporting requirements are complied with in accordance with recommended format
	4.5 Observe timeliness of report
	4.6 Files are established and maintained in accordance with standard operating procedures

5. Review and evaluate work plans and activities	5.1 Work plans, strategies and implementation are reviewed based on accurate, relevant and current information
	5.2 Review is based on comprehensive consultation with appropriate personnel on outcomes of work plans and reliable feedback
	5.3 Results of review are provided to concerned parties and formed as the basis for adjustments/simplifications to be made to policies, processes and activities
	5.4 Performance appraisal is conducted in accordance with organization rules and regulations
	5.5 Performance appraisal report is prepared and documented regularly as per organization requirements.
	5.6 Recommendations are prepared and presented to *appropriate personnel/authorities*
	5.7 *Feedback mechanisms* are implemented in line with organization policies

Variable	Range	
Objectives	• Specific • General	
Resources	• Personnel • Equipment and technology • Services	• Supplies and materials • Sources for accessing specialist advice • Budget
Schedule of work activities	• Daily • Work-based • Contractual • Regular	
Work methods and practices	• Legislated regulations and codes of practice • Industry regulations and codes of practice • Occupational health and safety practices	
Work plans	• Daily work plans • Project plans • Program plans • Resource plans • Skills development plans • Management strategies and objectives	
Standards	• Performance targets • Performance management and evaluation systems • Occupational standards • Employment contracts • Client contracts • Discipline procedures	

	• Workplace assessment guidelines • Internal quality assurance • Internal and external accountability and auditing requirements • Training Regulation Standards • Safety Standards
Appropriate personnel/ authorities	• Appropriate personnel include: • Management • Line Staff
Feedback mechanisms	Feedback mechanisms include: • Verbal feedback • Informal feedback • Formal feedback • Questionnaire • Survey • Group discussion

Evidence Guide	
Critical Aspects of Competence	Assessment requires evidence that the candidate: • set objectives • planned and scheduled work activities • implemented work plans • monitored work activities • reviewed and evaluated work plans and activities
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • Organization's strategic plan, policies rules and regulations, laws and objectives for work unit activities and priorities • Organizations policies, strategic plans, guidelines related to the role of the work unit • Team work and consultation strategies
Underpinning Skills	Demonstrates skill of: • Planning • Leading • Organizing • Coordinating • Communication Skills • Inter-and intra-person/motivation skills • Presentation skills
Resource Implications	The following resources must be provided: • Workplace or fully equipped location with necessary tools and equipment as well as consumable materials
Methods of Assessment	Competence may be accessed through: • Interview / Written exam • Observation / Demonstration
Context for Assessment	Competence may be assessed in the workplace or in simulated workplace setting

Occupational Standard: Food and Beverage Service Supervision Level IV	
Unit Title	**Migrate to New Technology**
Unit Code	**CST FBS4 20 0912**
Unit Descriptor	This unit defines the competence required to apply skills and knowledge in using new or upgraded technology. The rationale behind this unit emphasizes the importance of constantly reviewing work processes, skills and techniques in order to ensure that the quality of the entire business process is maintained at the highest level possible through the appropriate application of new technology. To this end, the person is typically engaged in on-going review and research in order to discover and apply new technology or techniques to improve aspects of the organization's activities.

Elements	Performance Criteria
1. Apply existing knowledge and techniques to technology and transfer	1.1 Situations are identified where existing knowledge can be used as the basis for developing new skills.
	1.2 New or upgraded technology skills are acquired and used to enhance learning.
	1.3 New or upgraded equipment are identified, classified and used where appropriate, for the benefit of the organization.
2. Apply functions of technology to assist in solving organizational problems	2.1 Testing of new or upgraded equipment is conducted according to the specification manual.
	2.2 Features of new or upgraded equipment are applied within the organization
	2.3 Features and functions of new or upgraded equipment is used for solving organizational problems
	2.4 Sources of information is accessed and used relating to new or upgraded equipment
3. Evaluate new or upgraded technology performance	3.1 New or upgraded equipment is evaluated for performance, usability and against OHS standards**.**
	3.2 *Environmental considerations* are determined from new or upgraded equipment.
	3.3 *Feedback* is sought from users where appropriate.

Variables	Range
Environmental Considerations	May include but is not limited to recycling, safe disposal of packaging (e.g. cardboard, polystyrene, paper, plastic) and correct disposal of waste materials by an authorized body
Feedback	May include surveys, questionnaires, interviews and meetings.

Evidence Guide	
Critical Aspects of Competence	Competence must confirm the ability to transfer the application of existing skills and knowledge to new technology
Underpinning Knowledge and Attitudes	• Broad awareness of current technology trends and directions in the industry (e.g. systems/procedures, services, new developments, new protocols) • Knowledge of vendor product directions • Ability to locate appropriate sources of information regarding metal manufacturing and new technologies • Current industry products/services, procedures and techniques with knowledge of general features • Information gathering techniques
Underpinning Skills	• Research skills for identifying broad features of new technologies • Ability to assist in the decision making process • Literacy skills in regard to interpretation of technical manuals • Ability to solve known problems in a variety of situations and locations • Evaluate and apply new technology to assist in solving organizational problems • General analytical skills in relation to known problems
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: • Interview / Written Test • Demonstration/ Observation with Oral Questioning
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting.

Occupational Standard: Food and Beverage Service Supervision Level IV	
Unit Title	**Establish Quality Standards**
Unit Code	**CST FBS4 21 0912**
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to establish quality specifications for work outcomes and work performance. It includes monitoring and participation in maintaining and improving quality, identifying critical control points in the production of quality output and assisting in planning and implementing of quality assurance procedures.

Elements	Performance Criteria
1. Establish quality specifications for product	1.1 Market specifications are *sourced* and *legislated requirements* identified.
	1.2 Quality specifications developed and agreed upon
	1.3 Quality specifications are documented and introduced to organization staff / personnel in accordance with the organization policy
	1.4 Quality specifications are updated when necessary
2. Identify hazards and critical control points	2.1. Critical control points impacting on quality are identified.
	2.2. Degree of risk for each hazard is determined.
	2.3. Necessary documentation is accomplished in accordance with organization quality procedures
3. Assist in planning of quality assurance procedures	3.1 Procedures for each identified control point are developed to ensure optimum quality.
	3.2 Hazards and risks are minimized through application of appropriate controls.
	3.3 Processes to monitor the effectiveness of quality assurance procedures are developed.
4. Implement quality assurance procedures	4.1 Responsibilities for carrying out procedures are allocated to staff and contractors.
	4.2 Instructions are prepared in accordance with the enterprise's quality assurance program.
	4.3 Staff and contractors are given induction training on the quality assurance policy.
	4.4 Staff and contractors are given in-service training relevant to their allocated procedures.
5. Monitor quality of work outcome	5.1 Quality requirements are identified
	5.2 Inputs are inspected to confirm capability to meet quality requirements

	5.3 Work is conducted to produce required outcomes
	5.4 Work processes are monitored to confirm quality of output and/or service
	5.5 Processes are adjusted to maintain outputs within specification.
6. Participate in maintaining and improving quality at work	6.1 Work area, materials, processes and product are routinely monitored to ensure compliance with quality requirements
	6.2 Non-conformance in inputs, process, product and/or service is identified and reported according to workplace reporting requirements
	6.3 Corrective action is taken within level of responsibility, to maintain quality standards
	6.4 Quality issues are raised with designated personnel
7. Report problems that affect quality	7.1 Recognize potential or existing quality problems.
	7.2 Identify instances of variation in quality from specifications or work instructions.
	7.3 Report variation and potential problems to supervisor/manager according to enterprise guidelines.

Variable	Range
Sourced	• End-users • Customers or stakeholders
Legislated requirements	• Verification of product quality as part of consumer legislation or specific legislation related to product content or composition.
Safety procedures.	• Use of tools and equipment for fabrication/production/ manufacturing works • Workplace environment and handling of material safety, • Following occupational health and safety procedures designated for the task • Respect the policies, regulations, legislations, rule and procedures for manufacturing/production/fabrication works

Evidence Guide	
Critical Aspect of Competence	Assessment requires evidence that the candidate: • Monitored quality of work • Established quality specifications for product • Participated in maintaining and improving quality at work • Identified hazards and critical control points in the production of quality product • Assisted in planning of quality assurance procedures • Reported problems that affect quality

	• Implemented quality assurance procedures
Underpinning Knowledge	Demonstrates knowledge of: • work and product quality specifications • quality policies and procedures • improving quality at work • hazards and critical points of operation • obtaining and using information • applying federal and regional legislation within day-today work activities • accessing and using management systems to keep and maintain accurate records • requirements for correct preparation and operation • technical writing
Underpinning Skills	Demonstrates skills in: • monitoring quality of work • establishing quality specifications for product • participating in maintaining and improving quality at work • identifying hazards and critical control points in the production of quality product • assisting in planning of quality assurance procedures • reporting problems that affect quality • implementing quality assurance procedures
Resource Implications	The following resources must be provided: • Workplace or fully equipped environment with necessary tools and equipment as well as consumable materials
Methods of Assessment	Competence may be assessed through: • Interview/ Written exam / Oral questioning • Observation/Demonstration
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting.

Occupational Standard: Food and beverage Service Supervision Level IV	
Unit Title	**Develop Individuals and Team**
Unit Code	**CST FBS4 22 0912**
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to determine individual and team development needs and facilitate the development of the workgroup.

Elements	Performance Criteria
1. Provide team leadership	1.1 ***Learning and development needs*** are systematically identified and implemented in line with ***organizational requirements*** 1.2 Learning plan to meet individual and group training and developmental needs is collaboratively developed and implemented 1.3 Individuals are encouraged to self-evaluate performance and identify areas for improvement 1.4 ***Feedback on performance*** of team members is collected from relevant sources and compared with established team learning process
2. Foster individual and organizational growth	2.1 Learning and development program goals and objectives are identified to match the specific knowledge and skills requirements of Competence standards 2.2 ***Learning delivery methods*** are appropriate to the learning goals, the learning style of participants and availability of equipment and resources 2.3 Workplace learning opportunities and coaching/ mentoring assistance are provided to facilitate individual and team achievement of competencies 2.4 Resources and timelines required for learning activities are identified and approved in accordance with organizational requirements
3. Monitor and evaluate workplace learning	3.1 Feedback from individuals or teams is used to identify and implement improvements in future learning arrangements 3.2 Outcomes and performance of individuals/teams are assessed and recorded to determine the effectiveness of development programs and the extent of additional support 3.3 Modifications to learning plans are negotiated to improve the efficiency and effectiveness of learning 3.4 Records and reports of Competence are maintained within organizational requirement

4. Develop team commitment and cooperation	4.1 Open communication processes to obtain and share information is used by team
	4.2 Decisions are reached by the team in accordance with its agreed roles and responsibilities
	4.3 Mutual concern and camaraderie are developed in the team
5. Facilitate accomplish-ment of organizational goals	5.1 Team members actively participated in team activities and communication processes
	5.2 Teams members developed individual and joint responsibility for their actions
	5.3 Collaborative efforts are sustained to attain organizational goals

Variable	Range
Learning and development needs	• Coaching, monitoring and/or supervision • Formal/informal learning program • Internal/external training provision • Work experience/exchange/opportunities • Personal study • Career planning/development • Performance evaluation • Workplace skills assessment • Recognition of prior learning
Organizational requirements	• Quality assurance and/or procedures manuals • Goals, objectives, plans, systems and processes • Legal and organizational policy/guidelines and requirements • Safety policies, procedures and programs • Confidentiality and security requirements • Business and performance plans • Ethical standards • Quality and continuous improvement processes and standards
Feedback on performance	• Formal/informal performance evaluation • Obtaining feedback from supervisors and colleagues • Obtaining feedback from clients • Personal and reflective behavior strategies • Routine and organizational methods for monitoring service delivery
Learning delivery methods	• On the job coaching or monitoring • Problem solving • Presentation/demonstration • Formal course participation • Work experience and involvement in professional networks • Conference and seminar attendance

Evidence Guide	
Critical Aspects of Competence	Assessment requires evidence that the candidate: • identified and implemented learning opportunities for others • gave and received feedback constructively • facilitated participation of individuals in the work of the team • negotiated plans to improve the effectiveness of learning • prepared learning plans to match skill needs • accessed and designated learning opportunities
Underpinning Knowledge and Attitude	Demonstrates knowledge of: • coaching and monitoring principles • understanding how to work effectively with team members who have diverse work styles, aspirations, cultures and perspective • understanding how to facilitate team development and improvement • understanding methods and techniques to obtain and interpreting feedback • understanding methods for identifying and prioritizing personal development opportunities and options • knowledge of career paths and competence standards in the industry
Underpinning Skills	Demonstrates skills in: • reading and understanding a variety of texts, preparing general information and documents according to target audience; spell with accuracy; use grammar and punctuation effective relationships and conflict management • communication including receiving feedback and reporting, maintaining effective relationships and conflict management • planning skills to organize required resources and equipment to meet learning needs • coaching and mentoring skills to provide support to colleagues • reporting to organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes • facilitation to conduct small group training sessions • relating to people from a range of social, cultural, physical and mental backgrounds
Resource Implications	Access to relevant workplace or appropriately simulated environment where assessment can take place
Methods of Assessment	Competence may be accessed through: • Interview / Written exam • Observation / Demonstration
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting.

Occupational Standard: Food and Beverage Service Supervision Level IV	
Unit Title	**Utilize Specialized Communication Skills**
Unit Code	**CST FBS4 23 0912**
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to use specialized communication skills to meet specific needs of internal and external clients, conduct interviews, facilitate group discussions, and contribute to the development of communication strategies.

Elements	Performance Criteria
1. Meet common and specific communication needs of clients and colleagues	1.1 Specific communication needs of clients and colleagues are identified and met
	1.2 Different approaches are used to meet communication needs of clients and colleagues
	1.3 Conflict is addressed promptly and in a timely way and in a manner which does not compromise the standing of the organization
2. Contribute to the development of communication strategies	2.1 *Strategies* for internal and external dissemination of information are developed, promoted, implemented and reviewed as required
	2.2 Channels of communication are established and reviewed regularly
	2.3 Coaching in effective communication is provided
	2.4 Work related network and relationship are maintained as necessary
	2.5 Negotiation and conflict resolution strategies are used where required
	2.6 Communication with clients and colleagues is appropriate to individual needs and organizational objectives
3. Represent the organization	3.1 When participating in internal or external fora, presentation is relevant, appropriately researched and presented in a manner to promote the organization
	3.2 Presentation is clear and sequential and delivered within a predetermined time
	3.3 Appropriate media is utilized to enhance presentation
	3.4 Differences in views are respected
	3.5 Written communication is consistent with organizational standards
	3.6 Inquiries are responded in a manner consistent with organizational standard

4. Facilitate group discussion	4.1 Mechanisms which enhance **effective group interaction** are defined and implemented
	4.2 Strategies which encourage all group members to participate are used routinely
	4.3 Objectives and agenda for meetings and discussions are routinely set and followed
	4.4 Relevant information are provided to group to facilitate outcomes
	4.5 Evaluation of group communication strategies is undertaken to promote participation of all parties
	4.6 Specific communication needs of individuals are identified and addressed
5. Conduct interview	5.1 A range of appropriate communication strategies are employed in **interview situations**
	5.2 Records of interviews are made and maintained in accordance with organizational procedures
	5.3 Effective questioning, listening and nonverbal communication techniques are used to ensure that required message is communicated

Variable	Range
Strategies	• Recognizing own limitations • Utilizing techniques and aids • Providing written drafts • Verbal and non verbal communication
Effective group interaction	• Identifying and evaluating what is occurring within an interaction in a non-judgmental way • Using active listening • Making decision about appropriate words, behavior • Putting together response which is culturally appropriate • Expressing an individual perspective • Expressing own philosophy, ideology and background and exploring impact with relevance to communication
Types of Interview	• Related to staff issues • Evidential • Routine • Non-disclosure • Confidential • Disclosure
Interview situations	• Establish rapport • obtain facts and information • Facilitate resolution of issues • Develop action plans • Diffuse potentially difficult situation

Evidence Guide	
Critical Aspects of Competence	Assessment requires evidence that the candidate: • Demonstrated effective communication skills with clients and work colleagues accessing service • Adopted relevant communication techniques and strategies to meet client particular needs and difficulties
Underpinning Knowledge and Values	Demonstrates knowledge of: • communication process • dynamics of groups and different styles of group leadership • communication skills relevant to client groups

Underpinning Skills	Demonstrates skills to:
	• full range of communication techniques including:
	  ➢ active listening
	  ➢ feedback
	  ➢ interpretation
	  ➢ role boundaries setting
	  ➢ negotiation
	  ➢ establishing empathy
	  ➢ communication strategies
	• communication required to fulfill job roles as specified by the organization

Resource Implications	Access to appropriate workplace where assessment can take place
Methods of Assessment	Competence may be assessed through • Direct observation / demonstration • Oral Interview
Context for Assessment	Competence may be assessed in the workplace or in a simulated workplace setting.

Occupational Standard: Food and beverage Service Supervision Level IV	
Unit Title	**Manage and Maintain Small/Medium Business Operations**
Unit Code	**CST FBS4 25 0912**
Unit Descriptor	This unit covers the operation of day-to-day business activities in a micro or small business. The strategies involve developing, monitoring and managing work activities and financial information, developing effective work habits, and adjusting work schedules as needed.

Elements	Performance Criteria
1. Identify daily work requirements	1.1 Work requirements for a given time period are identified taking into consideration **resources** and constraints
	1.2 Work activities are prioritized based on business needs, requirements and deadlines
	1.3 If appropriate, work is allocated to relevant staff or contractors to optimize efficiency
2. Monitor and manage work	2.1 People, resources and/or equipment are coordinated to provide optimum results
	2.2 Staff, clients and/or contractors are communicated within a clear and regular manner, to monitor work in relation to **business goals** or timelines
	2.3 **Problem solving techniques** are applied to work situations to overcome difficulties and achieve positive outcomes
3. Develop effective work habits	3.1 Work and personal priorities are identified and a balance is achieved between competing priorities using appropriate **time management strategies**
	3.2 Input from **internal and external sources** is sought and used to develop and refine new ideas and approaches
	3.3 Business or inquiries are responded to promptly and effectively
	3.4 Information is presented in a format appropriate to the industry and audience
4. Interpret financial information	4.1 Relevant documents and reports are identified
	4.2 Documents and reports are read and understood and any implications discussed with appropriate persons
	4.3 Data and numerical calculations are analyzed, checked, evaluated, organized and reconciled
	4.4 Daily financial records and cash flow are maintained correctly and in accordance with legal and accounting requirements
	4.5 Invoices and payments are prepared and distributed in a

		timely manner and in accordance with legal requirements
	4.6	Outstanding accounts are collected or followed-up on
5. Evaluate work performance	5.1	Opportunities for improvements are monitored according to business demands
	5.2	Work schedules are adjusted to incorporate necessary modifications to existing work and routines or changing needs and requirements
	5.3	Proposed changes are clearly communicated and recorded to aid in future planning and evaluation
	5.4	Relevant codes of practice are used to guide an ethical approach to workplace practices and decisions

Variable	Range
Resources may include:	- staff - money - time - equipment - space
Business goals may include:	- sales targets - budgetary targets - team and individual goals - production targets - reporting deadlines
Problem solving techniques may include:	- gaining additional research and information to make better informed decisions - looking for patterns - considering related problems or those from the past and how they were handled - eliminating possibilities - identifying and attempting sub-tasks - collaborating and asking for advice or help from additional sources
Time management strategies may include:	- prioritizing and anticipating - short term and long term planning and scheduling - creating a positive and organized work environment - clear timelines and goal setting that is regularly reviewed and adjusted as necessary - breaking large tasks into smaller tasks - getting additional support if identified and necessary
Internal and external sources may include:	- staff and colleagues - management, supervisors, advisors or head office - relevant professionals such as lawyers, accountants, management consultants - professional associations

Evidence Guide	
Critical Aspects of	A person must be able to demonstrate:

Competence	• ability to identify daily work requirements and allocate work appropriately
	• ability to interpret financial documents in accordance with legal requirements
Underpinning Knowledge and Attitudes	• Federal and Local Government legislative requirements affecting business operations, especially in regard to occupational health and safety (OHS), equal employment opportunity, industrial relations and anti-discrimination
	• technical or specialist skills relevant to the business operation
	• relevant industry code of practice
	• planning techniques to establish realistic timelines and priorities
	• identification of relevant performance measures
	• quality assurance principles and methods
	• relevant marketing, management, sales and financial concepts
	• methods for monitoring performance and implementing improvements
	• structured approaches to problem solving, idea management and time management
Underpinning Skills	• interpret legal requirements, company policies and procedures and immediate, day-to-day demands
	• communication skills including questioning, clarifying, reporting, and giving and receiving constructive feedback
	• numeracy skills for performance information, setting targets and interpreting financial documents and reports
	• technical and analytical skills to interpret business document, reports and financial statements and projections
	• ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
	• problem solving skills to develop contingency plans
	• using computers and software packages to record and manage data and to produce reports
	• evaluation skills for assessing work and outcomes
	• observation skills for identifying appropriate people, resources and to monitor work
Resource Implications	The following resources should be provided:
	• Access to relevant workplace documentation, financial records, and equipment
Methods of Assessment	Competence may be assessed through:
	• Interview / Written exam
	• Observation/Demonstration with Oral questioning

Occupational Standard: Food and beverage Service Supervision Level IV	
Unit Title	Manage Continuous Improvement System
Unit Code	**CST FBS4 25 1012**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to sustain and develop an environment in which continuous improvement, innovation and learning are promoted and rewarded.

Elements	Performance Criteria
1. Review programs, systems and processes	1.1 Establish strategies to monitor and evaluate performance of key systems and processes
	1.2 Undertake detailed analyses of supply chains, operational and product/service delivery systems
	1.3 Identify performance measures, and assessment tools and techniques, and evaluate their effectiveness
	1.4 Analyze performance reports and variance from plans for all key result areas of the organization
	1.5 Identify and analyze changing trends and opportunities relevant to the organization
	1.6 Seek advice from specialists, where appropriate, to identify technology and electronic commerce opportunities
2. Develop options for continuous improvement	2.1 Brief groups on performance improvement strategies and innovation as an essential element of competition
	2.2 Foster **creative climate** and **organizational learning** through the promotion of interaction within and between work groups
	2.3 Encourage, test and recognize new ideas and entrepreneurial behavior where successful
	2.4 Accept failure of an idea during trialing, and recognize, celebrate and embed success into systems
	2.5 Undertake **risk management** and **cost benefit analyses** for each option/idea approved for trial
	2.6 Approve innovations through agreed organizational processes
3. Implement innovative processes	3.1 Promote continuous improvement as an essential part of doing business
	3.2 Address impact of change and consequences for people, and implement transition plans
	3.3 Ensure objectives, timeframes, measures and communication plans are in place to manage

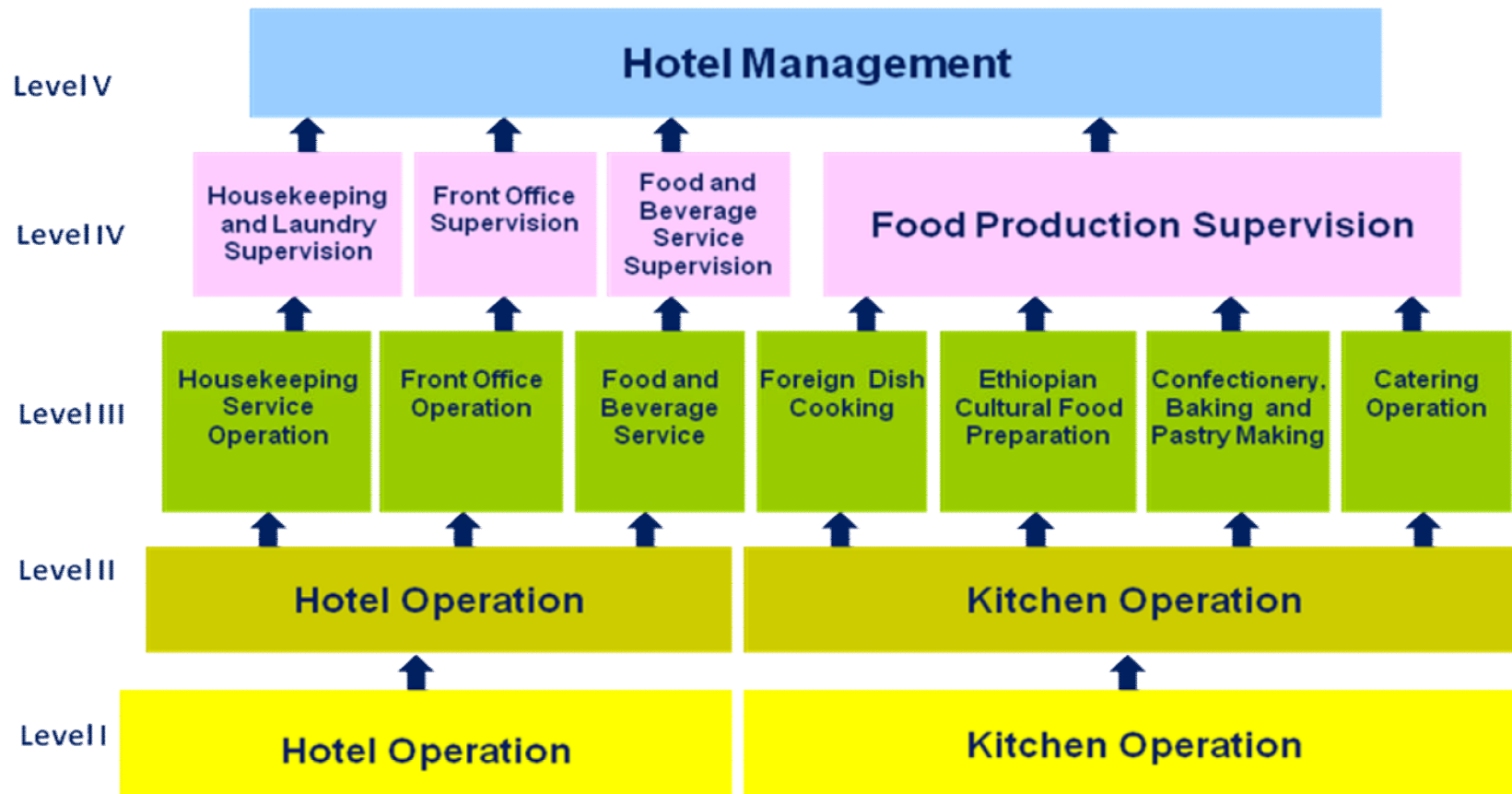| | 3.4 | Implement contingency plans in the event of non-performance |
	3.5	Follow-up failure by prompt investigation and analysis of causes
	3.6	Manage emerging challenges and opportunities effectively
	3.7	Evaluate continuous improvement systems and processes regularly
	3.8	Communicate costs and benefits of innovations and improvements to all relevant groups and individuals

Variable	Range
Sustainability may include:	• addressing environmental and resource sustainability initiatives, such as environmental management systems, action plans, green office programs, surveys and audits • applying the waste management hierarchy in the workplace • complying with regulations and corporate social responsibility considerations for sustainability to enhance the organization's standing in business and community environments • determining organization's most appropriate waste treatment, including waste to landfill, recycling, re-use, recoverable resources and wastewater treatment • implementing ecological footprint • implementing environmental management systems, e.g. ISO 14001:1996 Environmental management systems life cycle analyses • implementing government initiatives, • improving resource and energy efficiency • initiating and maintaining appropriate organisational procedures for operational energy consumption • introducing a green office program - a cultural change program • introducing green purchasing • introducing national and international reporting initiatives, • introducing product stewardship • reducing emissions of greenhouse gases • reducing use of non-renewable resources • referencing standards, guidelines and approaches, such as sustainability covenants and compacts or triple bottom line reporting • supporting sustainable supply chain
Supply chains include:	• network of facilities that procures raw materials, transforms them into intermediate products or services and then

	finished goods or service, and delivers them through a distribution system
	• procurement, production and distribution, viewed as interlinked not as discrete elements
Performance reports may include:	• budget or cost variance
	• customer service
	• environmental
	• financial
	• OHS
	• quality
	• other operating parameters

Evidence Guide	
Critical Aspects of Competence	Evidence of the following is essential:
	• demonstration of consultation processes to introduce or evaluate an existing continuous improvement process or system, including suggested actions or an action plan
	• generation of an idea or concept which exhibits creative thinking and which offers the possibility of advantaging the organization
	• how the concept or idea was introduced, tested and evaluated - the idea or concept does not have to have been shown to work or to be adopted by the business
	• knowledge of quality management and continuous improvement theories
Underpinning Knowledge and Attitudes	Demonstrates knowledge of:
	• quality management and continuous improvement theories
	• creativity/innovation theories/concepts
	• risk management
	• cost-benefit analysis methods
	• creativity and innovation theories and concepts
	• organizational learning principles
	• quality management and continuous improvement theories
	• risk management
	• sustainability practices
Underpinning Skills	Demonstrates skills to:
	• analytical skills to identify improvement opportunities in relation to
	• the services/products delivered or concepts/ideas developed
	• flexibility and creativity skills to think laterally
	• leadership skills to foster a commitment to quality and an openness to innovation
	• teamwork and leadership skills to foster a commitment to quality and an openness to innovation

Resources Implication	Access may be required to: • workplace procedures and plans relevant to work area • appropriate documentation and resources normally used in the workplace
Methods of Assessment	Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • suitable simulation • oral or written questioning to assess knowledge of principles and techniques associated with change management • evaluation of strategies established to monitor and evaluate performance of key systems and processes • review of briefing of groups on performance improvement strategies and innovation Those aspects of competence dealing with improvement processes could be assessed by the use of suitable simulations and/or a pilot plant and/or a range of case studies and scenarios. In all cases, practical assessment should be supported by questions to assess essential knowledge and those aspects of competence which are difficult to assess directly.
Context of Assessment	Competence may be assessed in the work place or in a simulated workplace setting / environment.

Sector: Culture, Sports and Tourism
Sub-Sector: Hotel and Hospitality

Level V				Hotel Management		
Level IV	Housekeeping and Laundry Supervision	Front Office Supervision	Food and Beverage Service Supervision	Food Production Supervision		
Level III	Housekeeping Service Operation	Front Office Operation	Food and Beverage Service	Foreign Dish Cooking	Ethiopian Cultural Food Preparation	Confectionery, Baking and Pastry Making	Catering Operation
Level II	Hotel Operation			Kitchen Operation		
Level I	Hotel Operation			Kitchen Operation		

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