

I. COURSE DESCRIPTION:

This course will allow the student to function in an **assistant** supervisory/management capacity in food and beverage operations. The student will be expected to work within a **team** environment to create new systems and processes as well as enhance existing systems and processes. The C.I.C.E student will have the opportunity to rotate through management positions **shadowing** a peer or with the assistance of the I.E.A. in the Northern Ontario Hospitality and Tourism Institute (N.O.H.T.I.), Gallery and banquet room. Students will also continue to develop their interpersonal, problem-solving, communication and thinking skills as they meet the challenges presented in a work-based model closely resembling that of the private sector hospitality industry.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, **with the supervision and support of an I.E.A** the student will demonstrate a basic ability to:

1. Apply human resources and leadership skills to enhance performance as an employee and team member as well as to contribute to the management of a hospitality enterprise.

Potential Elements of the Performance:

- Begin to apply leadership and supervisory techniques in hospitality settings
- Comply with current employment and human rights legislation
- Define the (assistant) manager's role in providing hospitality
- Assist in planning, organizing, staffing, coordinating, directing and controlling a F & B operation
- Assist with the evaluation of service and staff performance
- Evaluate own (assistant) management performance

This learning outcome will constitute approximately 15% of the final mark.

2. Perform effectively as an accommodation operations team member.

Potential Elements of the Performance:

- Respond to guests and coworkers requests and concerns in a positive and timely manner
- Apply knowledge of the organization of an accommodation facility, incl. Guest service departments, to interact appropriately with coworkers and to anticipate and effectively respond to guest needs.
- Begin to schedule staff debriefing meetings during the opening and closing of the F & B operation.
- Shadow and assist with the supervision of correct dining room set up
- Assist in the training of formal dining room and beverage service
- Assist in the training on the point-of-sale system
- Liaise with the chef to verify menu content and presentation
- Begin to assist to monitor, call and reconfirm all reservations

This learning outcome will constitute approximately 15% of the final mark.

3. Perform effectively as a member of a F & B preparation and service team. The C.I.C.E student will act in an **assistant** capacity and receive direction and support with the supervision and management aspects of these elements.

Potential Elements of the Performance:

- The set up and maintenance of organized work stations
- The preparation and presentation of beverages
- Observe and participate in the maintenance of bar inventory and organize bar equipment and supplies
- Assist with the ordering, receiving and stocking of supplies from kitchen, liquor room and store room
- The selection and use of correct tools, equipment, supplies and techniques for F & B preparation service
- Observe and assist with the recording, retrieval, serving and clearing of orders for F & B, and complete follow-up service incl. processing guest cheques
- Participate effectively in the planning and provision of services for special events
- Assist timely and competent F & B preparation and service by applying team and leadership skills
- Comply with legislation governing alcohol service (smart serve program)
- Implement and maintain health and safety regulations and sanitation codes related to F & B preparation and service.

This learning outcome will constitute approximately 15% of the final mark

4. Ensure a high degree of customer satisfaction by providing hospitality services in a professional manner

Potential Elements of the Performance:

- Use correct business etiquette and protocol
- Comply with policies related to ethical behavior and codes of conduct
- Employ effective interpersonal skills in dealing with customers and coworkers
- Adhere to professional standards of dress, hygiene, and grooming
- Establish and maintain a rapport with the customer and respond in a positive and timely manner to customer complaints, adapting service to meet customer needs and expectations
- Monitor guest behavior and apply strategies for handling disruptive or inappropriate behavior
- Ensure quality service by adhering to house policies and standards related to service, by monitoring service quality, and by making recommendations for improving service
- Apply the principles of customer service in hospitality settings

This learning outcome will constitute approximately 15% of the final mark

5. Contribute to marketing effectiveness to promote successful operation of a hospitality enterprise

Potential Elements of the Performance:

- Apply the principles of selling to hospitality situations, incl. using effective personal techniques, up selling, and making sales calls
- Assist in the development of effective advertising and promotion strategies, incl. the use of public relations and the media
- Perform advertising duties in menu design, production and promotion

This learning outcome will constitute approximately 15% of the final mark

6. Support the provision of healthy, safe, and well-maintained hospitality environments

Potential Elements of the Performance:

- Assist with the preparation of and/or monitor documentation such as schedules, reports, contracts, and checklists, required for the provision and maintenance of hospitality services and facilities
- Act in accordance with legislation governing safety and security in the workplace
- Follow safety regulations and health and sanitation codes

This learning outcome will constitute approximately 10% of the final mark

7. Apply computer skills to support the performance of a variety of functions in the hospitality industry

Potential Elements of the Performance:

- Adapt to various and changing technologies, systems, and computer applications for the hospitality industry
- Prepare correspondence, reports, and other print documents for hospitality situations using appropriate software
- Apply computer concepts to hospitality applications using manuals and aids related to a specific software program

This learning outcome will constitute approximately 10% of the final mark

8. Develop ongoing personal professional development strategies and plans to enhance leadership and management skills for the hospitality environment

Potential Elements of the Performance:

- Solicit and use constructive feedback in the evaluation of his/her knowledge and skills
- Identify various methods of increasing professional knowledge and skills
- Apply principles of time management and meet deadlines
- Recognize the importance of the guest, the server-guest relationship, and the principles of good service

This learning outcome will constitute approximately 5% of the final mark

- Note, students will be expected to achieve basic management knowledge, skills and values. The students will further refine their management knowledge, skills and values in Foods and Beverage Supervision II (HMG 212).

III. TOPICS:

1. Teamwork skills
2. Manager's role
3. Manager's duties and responsibilities
4. Health, safety, and other regulations
5. Marketing efforts

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

The Gallery Management Procedures Manual, revised

V. EVALUATION PROCESS/GRADING SYSTEM:

| | |
|--|------------|
| Attendance, dress code | 20% |
| Management duties and responsibilities | <u>80%</u> |
| | 100% |

Please note:

- Please see lab evaluation sheet for specific breakdown of daily grading process
- Attendance in all dining room labs, theory classes, demonstrations and meetings is mandatory. Failure to attend will result in an **F** grade and removal of the student from the course.
- **Students are required to participate in all College functions in order to fulfill their obligations in this course.**

ASSIGNMENTS:

Since one of our goals is to assist students in the development of proper business habits, assignments will be treated as reports one would provide to an employer, i.e. in a timely manner. Therefore, assignments will be due at the beginning of class and will be 100% complete. All work is to be word processed, properly formatted, assembled and stapled prior to handing it in. No extension will be given unless a valid reason is provided in advance.

All staff evaluation forms are due at the end of each lab and must be 100% complete. Further, all forms must be collected by the Gallery manager and handed in to the Instructor on a daily basis.

The following semester grades will be assigned to students in post-secondary courses:

| <u>Grade</u> | <u>Definition</u> | <u>Grade Point Equivalent</u> |
|--------------|--|-------------------------------|
| A+ | 90 – 100% | 4.00 |
| A | 80 – 89% | |
| B | 70 - 79% | 3.00 |
| C | 60 - 69% | 2.00 |
| D | 50 – 59% | 1.00 |
| F (Fail) | 49% and below | 0.00 |
| CR (Credit) | Credit for diploma requirements has been awarded. | |
| S | Satisfactory achievement in field /clinical placement or non-graded subject area. | |
| U | Unsatisfactory achievement in field/clinical placement or non-graded subject area. | |

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|----|--|
| X | A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course. |
| NR | Grade not reported to Registrar's office. |
| W | Student has withdrawn from the course without academic penalty. |

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of "academic dishonesty" in *Student Rights and Responsibilities*. Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

CICE Modifications:

Preparation and Participation

1. An Integrative Educational Assistant will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

CICE Modifications:

A. Tests may be modified in the following ways:

1. Tests which require essay answers may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests which use fill in the blank format may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in the Learning Assistance Centre with assistance from an Integrative Educational Assistant.

The Integrative Educational Assistant may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Integrative Educational Assistant may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.