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RESTAURANTS AND FOOD VENDORS

GOOD PRACTICE GUIDE

*ILO - ASEAN Small Business Competitiveness*

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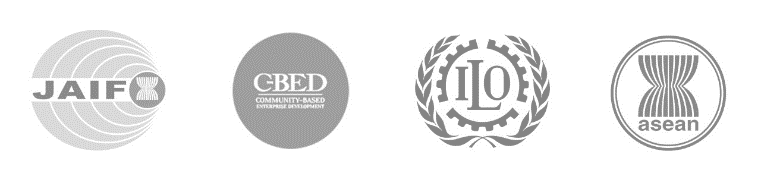


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Introductions

# Introduction

## About C-BED

Community-Based Enterprise Development (C-BED) is a low cost, innovative training programme designed by the International Labour Organization (ILO) to support skills development and empowerment in local communities for improvements in livelihoods, productivity and working conditions.

As an approach to training, C-BED is unique in that the programme is built around peer-to-peer, activity based learning methods with no role for teachers, experts, or external consultants specialised in the skill area. Instead, C-BED participants work together through a series of activities and discussions guided only by simple step-by-step instructions in the training manual. New knowledge, skills and competencies are developed through the interactions between participants and sharing of existing local knowledge and experience. In this way the programme is a low cost, sustainable option for any organization or community.

The C-BED programme is structured around two core training packages designed to develop competencies for business start-up and operation through a focus on marketing, financial management, and action planning. These are the C-BED for Aspiring Entrepreneurs and C-BED for Small Business Operators. Additionally, a growing suite of tools to strengthen business competencies and enhance skills for specific sectors is in continual development. These packages can be implemented as either stand-alone trainings or integrated in modular format into existing programmes.

## Restaurants

A restaurant is a business that prepares food and drink for customers in exchanges for funds. They form an important part of the tourism sector as they provide this service to visitors, often allowing visitors to sample local cuisine, undertake cooking classes or provide them with resting and eating spots while visiting various sites.

## The Restaurant Package

**The Training:**

The restaurant package should be used to help aspiring and current restaurant owners and managers improve the management of their restaurants It focuses on key management principles to build on from what participants already know from managing their restaurants and helps them to learn more. It can also build on from the learning in other C-BED tools namely SBO or AE. Participants bring experience to share and leave with a priority action plan (at least 3 actions to introduce improvements to their business). At the end of the training participants will have:

* Enhanced and advanced existing knowledge of restaurants management
* Strengthened critical competences to analyse aspects of restaurant management
* Affirmed the potential of enterprise development
* Identified steps and actions to improve their restaurant
* Decided on actions for the future
* Where applicable, started planning effective collaborations and associations

**The Good Practice Guide:**

This Good Practice Guide (GPG) is designed to help all restaurant owners and managers improve their restaurants. Those who take part in the training day will be introduced to and become familiar with the GPG on the day. However, those who have not attended the training can also use the GPG. The GPG contains a number of practical tools, tips and exercises to help restaurant managers and owners.

## How to Use The Good Practice Guide

Extra information for you to take note of

Good practice tools

Case studies

Exercise

Ti­ps

Definitions

Legalities

# 1. Legalities

OBJECTIVE:

* Provide information about licensing and permissions necessary for restaurants
* Provides a licensing template if these are required

TRAINING GUIDE:

* This is additional information, not covered on the training day

## 1.1. Licences and Permissions

At the start of any business, regardless of location, it is strongly advised that you acquire the necessary licences and permissions from the local authorities. These are often legal requirements of the national and sub-national governments. The approval for such legal documents is vital to ensure the smooth operation of your business.

The list provided below is a reference point to help motivate you to seek a more accurate and comprehensive list. Although it is not required to secure these documents for a business plan in all instances, the investors may require proof of your knowledge of the different legal documents required to establish the business. Once the business plan has been approved and finances secured, it is incumbent upon you to begin application. This should be undertaken simultaneously with establishing the business.

**Checklist of licenses and permissions**

|  |  |
| --- | --- |
| Table 1.1.1: Type of Licence |  |
| Company registration |  |
| Sales tax registration |  |
| Shops and establishment registration |  |
| Fire department clearance |  |
| Water connection certificate |  |
| Health license |  |
| Police registration certificate |  |
| Trade and storage licence |  |
| Public performance licence |  |
| Employee insurance scheme |  |
| Insurance |  |
| Health certificate for kitchen staff |  |
| Neon/Glow sign licence |  |
| Excise account register |  |



Licensing Format

|  |
| --- |
| Table 1.1.2: Licensing |
| Name of establishment |
|  |
| Postal address |
|  |
| Establishment type |
|  |
| Situation of office, if different from the premises |
|  |
| Name of employer(s) |
|  |
| Residential address of employer(s) |
|  |
| Name of manager(s), if any and their residential address |
|  |
| Category of establishment |
|  |
| Nature of business |
|  |
| Date of commencement of business |
|  |
| Names of family members employed (disaggregating for men, women, adults and young person) |
|  |
| Names of senior managers or employees |
|  |
| Total number of employees (disaggregating for men, women, adults and young person) |
|  |

Pricing and Budgeting

# 2. Pricing and Budgeting

OBJECTIVES:

* Provide adaptable templates to manage money
* Covers pricing and stock control

TRAINING GUIDE:

* This is covered in session 2

## 2.1. Budgeting

Budgeting is an important part of managing financial flows in a restaurant. Below are some key templates to help you to keep track and keep a record of the money flowing in and out of your business.

**ET**

**Operating Budget**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Table 2.1.1: Operating Budget | | | | | | |
| Month | | January | | | | |
|  | Budget % | Budget | | Actual | | Monthly percentage calculation |
|  |  | Month | Year | Month | Year | % |
| Food revenue |  |  |  |  |  |  |
| Cost of goods sold |  |  |  |  |  |  |
| Food costs |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Operating expenses: |  |  |  |  |  |  |
| Salaries and wages |  |  |  |  |  |  |
| Direct operating expenses |  |  |  |  |  |  |
| Utility costs |  |  |  |  |  |  |
| Repairs and maintenance |  |  |  |  |  |  |
| General and administrative |  |  |  |  |  |  |
| Insurance |  |  |  |  |  |  |
| Rent |  |  |  |  |  |  |
| Total operating expenses |  |  |  |  |  |  |
| Total expenses |  |  |  |  |  |  |
| Profit (before tax) |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Table 2.1.2: Salaries and Wages | | | | | | | | | |
| Check no. or ID no. | Name of employee | Position | Wage rate (per hr.) | | Hours Worked | | Salaries and wages | Tips and service charges (proportionate to position) | Total amount paid by employer |
| Regular | Over time (1.5 of base) | Regular | Over time |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
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## 2.2. Pricing

Pricing is a very important aspect of restaurant management. Knowing how much to charge can help you to attract the right customers and manage your budget. There are a number of different pricing methods. Here are a few:

* **The reasonable price method:** Prices are set based on what you believe the value of the goof or service is to your customers. This may not be a true reflection of guests concerns and interests and may lead to restaurant charging too much or too little.
* **The highest price method:** Managers guess what the highest price the customers would be willing to pay, then reduce it a little to allow for error and set it at that. This relies on the managers’ ability to accurately guess what the customers would and are able to pay.
* **The loss-leader pricing method:** Using this method, menu prices are set as low as possible (even below cost price) in order to attract guests who purchase other products that make up for the shortfall. For instance, beverages.
* **The intuitive pricing method:** This method involves simple guess and adjustment if it does not work.
* **The no pricing method:** Staff and cooks set the prices in this method and are simply quoted to the guests. This is often used when menu items are substituted or for special orders. This is not considered to be a good pricing method.

## 2.3. Stock Control

Implementing stock control in your kitchen is a step-by-step process. It is an important process, which some businesses take more seriously than others. Every business should make an effort to control the stock in their kitchens.

**Step by step:**

1. Work out the cost of each item in the recipe
2. Simple stock control
3. Start to control stock
4. Increase the number of items from step 3 that are under stock management

**C**

**Checklist**

|  |  |
| --- | --- |
| Table 2.3: Business Administration Checklist |  |
| Ownership and agreements |  |
| Ownership agreement notarized |  |
| Lease signed by all parties (Renewal option, Rent, Insurance) |  |
| Licenses and permissions |  |
| Company registration |  |
| Fire department clearance |  |
| Health license (Food, Alcohol) |  |
| Insurance |  |
| Health certificate for kitchen staff |  |
| Pricing and budgeting |  |
| Updated balance sheet (Current asset, current liabilities) |  |
| Updated statement of income |  |
| Updated cash flow |  |
| Updated cash budget |  |
| Updated operating budget |  |
| Stock control |  |

Kitchen Management

# 3. Kitchen Management

OBJECTIVES:

* Provide information about running a clean and healthy kitchen
* Covers food storage and managing of waste
* Provides a useful checklist for routinely cleaning the kitchen

TRAINING GUIDE:

* This is covered in session 3

## 3.1. Safe Food Storage

**The principles of safe food storage:**

* **Follow the First In, First Out (FIFO) rule**. The FIFO rule protects both food safety and food quality. Whenever new orders of food arrive, the newer food is placed behind the older food so that the older food is used first. This applies for both cold and dry storage. It also helps to label all food with the date it was received and a "use by" date to assure proper food safety and freshness.
* **Place meat as low as possible.**Even if it is in a sealed container, meat or meat dishes should be stored below other items so that meat juices cannot drip down and contaminate other food items.
* **Store food in airtight containers.**Once air contacts food, the food starts to spoil. In order to increase shelf life and maintain food safety and quality, food should be stored in airtight containers. Use food pans (with lids), ingredient bins and food storage boxes to keep your kitchen organized and safe from infestations and bacteria.
* **Store all food off the floor.**Food must be stored at least six inches above the floor. This is to prevent water, dust or other contaminants from soaking through bags or otherwise contaminating the food.
* **Temperature control still applies.**Refrigerators are essential to food safety but only when they are at the right temperature. Every refrigeration unit should have a refrigerator thermometer so that staff can check and make sure food is below the temperature danger zone.
* **Do not overload refrigeration units.**If there are too many items stacked in a refrigerator, the unit will have to work too hard to maintain the proper temperature. This could create hot spots in which certain areas of the cabinet are not cold enough. Blocking the internal and external air vents can also result in unsafe storage conditions.
* **Keep shelves and floors clean and organized.**Use wall shelving and shelving units to keep your kitchen organized. Anywhere there is dirt or food spills bacteria can grow. Keeping floors and shelves clean are a must for maintaining proper food safety in the kitchen. Organized shelves with the items clearly labeled also decrease the amount of time employees have to hold the door open and locate items.
* **When in doubt, throw it out.**The bottom line for all safe food handling and storage practices is that when product safety is in doubt, err on the side of caution and throw the food away. You need to be certain; uncertainty could lead to a case of food poisoning.

**Food safety temperatures and the danger zone**

* The danger zone temperatures range between 5 degrees and 60 degrees Celsius
* If perishable foods stay in the danger zone too long, the food will spoil. This means there will be no way to kill off the bacteria present in order to make the food safe for consumption.
* Perishable food: Meat, poultry and seafood will spoil if not properly refrigerated.
* How Temperature Affects Bacteria: Bacteria multiply rapidly in a warm, moist environment.
* After two hours in the danger zone, there will be too much bacteria, and the food needs to be thrown out.
* High temperatures kill bacteria. Once food starts to approach 63 degrees Celsius, the bacteria start to die.



**Ti­ps**

**The two-hour rule**

If food is kept in the danger zone for too long, there will be too much bacteria, and no amount of cooking will be able to reverse the amount of spoilage caused by the bacteria. The food needs to be thrown out. It is important that managers or kitchen staff check the temperatures of soups, stews or other prepared foods a minimum of every two hours to make sure the food is above 60°C. If the food is too cool, adjust the temperature and check it again in half an hour.

## 3.2. Managing Waste

The most important part of waste reduction is waste prevention



**Ti­ps**

Waste prevention:

* Purchase in bulk where possible
* Reduce packaging for take-out foods and eat-in accessories
* Ask suppliers to reuse or recycle shipping boxes, pallets, bins, etc.
* Using reusable mugs, cutlery, or dishes.
* Offer discounts for customers who bring their own reusable mugs or bags
* Use products made from recycled materials

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**Ti­ps**

Waste reduction:

* Develop a composting programme
* Develop a comprehensive recycling programme, if there is not one already in place
* Call around and find recycling or reuse options for miscellaneous items
* Bottles and cans are not the only things that can be recycled. Old cracked hotel pans, broken tongs and anything made of at least 75% metal can usually be put in the metal recycling bin. Contact your local recycler to confirm that they can accept these items.
* Use compostable products for items that are normally discarded in-house, such as straws, stir sticks and drink skewers, and then compost them
* Find products that come in less packaging and also more recyclable packaging
* Use reusable options with everything possible. Coffee filters, coffee cups, drink coasters, etc.
* Develop a relationship with a food donation programme in your area
* Buy in bulk. While this is standard operation for most food service facilities, consider all the products not normally taken into account for bulk purchases such as alcohol and cooking wine
* Discontinue use of any non-essential products like paper place mats, cocktail toothpicks and practices like putting two straws in cocktails
* Have staff distribute disposable items like napkins and plastic forks rather than placing them in self-serve stations
* Use napkin dispensers that dispense one napkin at a time
* Buy cleaning chemicals in concentrated form and reduce the number of chemicals on site by using multi-purpose cleaners
* Have employees use reusable cups for their own drinks
* Offer discounts to customers who bring a reusable coffee mug

**Identifying waste**

|  |  |  |
| --- | --- | --- |
| Table 3.2: Types of Waste | | |
| Garbage | Organics | Recyclables |
| Styrofoam (bowls, cups, food containers) | Leftover food | All beverage containers |
| Bottle caps, straws | Paper napkins | Glass & plastic bottles |
| Plastic cutlery | Paper packaging from salt, pepper, sugar, etc. | Juice cartons, metal food cans |
| Hot/cold drink cups and lids | Tea bags | Milk cartons/jugs |
| Plastic and foil condiment packages | Wooden stir sticks | Newspaper, paper bags |
| Mini butter containers | Paper products soiled with food | Carry-out trays |
| Milk creamers |  | Office paper, cardboard |

## 

## 3.3. Cleaning List

Here is a list that outlines how to keep your restaurant kitchen clean. Some jobs should be done several times a day, while others need to only be done weekly or monthly.



Checklist

|  |  |
| --- | --- |
| Table 3.3: Cleaning Ehecklist |  |
| Items |  |
| During every shift | |
| Brush grill between cooking red meat, poultry and fish |  |
| Switch cutting boards |  |
| Change sanitizing water and cleaning rags |  |
| Empty trash bins |  |
| After every shift (breakfast, lunch, dinner) | |
| Clean the fryers |  |
| Brush the grill |  |
| Wash and sanitize all surfaces (chopping boards, reach in, prep tables) |  |
| Wash meat and cheese slicer after each use |  |
| Put all aprons and chefs coats in laundry (not with cleaning rags) |  |
| Put all cleaning rags in dirty laundry |  |
| Empty sanitizing buckets |  |
| Empty steam table and clean |  |
| Cover all bins in reach-in cooler with plastic wrap |  |
| Wash floor mats |  |
| Sweep walk-in refrigerator |  |
| Sweep and mop the kitchen floor |  |
| Daily cleaning | |
| Clean out grease traps |  |
| Change foil linings of grill, range and flattops |  |
| Run hood filters through the dishwasher |  |
| Wash the chopping knives |  |
| Weekly cleaning | |
| Empty reach-in coolers and wash and sanitize them |  |
| Delime sinks and faucets |  |
| Sharpen knives |  |
| Clean coffee machine |  |
| Oil cast iron cookware |  |
| Use drain cleaners on floor drains |  |
| Monthly cleaning | |
| Wash behind the hot line (oven, stove, fryers) to cut down on grease build up |  |
| Clean freezers |  |
| Empty and sanitize the ice machine |  |
| Wash walls and ceilings |  |
| Wipe down the dry storage area |  |
| Change pest traps |  |
| Restock your first aid kit |  |
| Yearly cleaning and safety |  |
| Check the fire suppression system |  |
| Check fire extinguishers |  |
| Clean hoods twice a year |  |
| Clean pilot lights on gas kitchen equipment |  |



Safety and health in the workplace

# 4. Safety and Health in The Workplace

OBJECTIVE:

* Provide sample requirements for fire safety, first aid, personal protective equipment, infection and other safety tips

TRAINING GUIDE:

* This is covered in session 4

## 4.1. Personal Protective Equipment

Prevent accidents from happening and train employees to use Personal Protective Equipment (PPE) for their employees. PPE helps protect employees from cuts, burns, strains and other injuries that may occur in a commercial kitchen.

1. **Kitchen aprons.** A kitchen apron does more than just keep an employee's uniform clean. It acts as an extra barrier between the worker's skin and hot oils, grease splatters and chemicals. However, employees who work with mixers need to take care that the apron strings do not get caught up in the mixer head or rotating tools.
2. **Oven mitts.** Oven mitts protect workers from burns associated with handling hot plates or platters of food. Just make sure the oven mitts are stored near the cooking equipment so that employees can easily access them and will not have to resort to a bar towel.
3. **Service mats.** Service mats provide sure footing in the commercial kitchen. These rubber mats can be placed in high traffic areas, such as on the cook line or in front of the commercial dishwasher. The service mats are made of rubber too, which gives employees a softer surface to walk on and protects feet, ankles, knees and hips from strains and sprains.
4. **Wet floor signs.** Wet floor signs protect both workers and customers from slipping and falling. There should be a wet floor sign anywhere the floor is wet to warn customers and workers of the hazard.
5. **The importance of education.** Regardless of which pieces of PPE a particular food service establishment needs, the most effective method for preventing injury is proper education. Teach employees how to use their PPE and the proper ways to operate pieces of commercial kitchen equipment so that they know what is safe and what is not and are more confident in their jobs.



**Ti­ps**

Safety for the restaurant employees

* **Safely operate equipment:** Follow manufacturer instructions and use all protective gear or safety guidelines for machines with sharp or dangerous parts.
* **Wash hands frequently:** Thoroughly wash hands with warm soapy water before and after handling food, utensils, and equipment. Make sure hand sinks are properly installed in all food preparation areas. This minimizes the transfer of harmful bacteria.
* **Take care to avoid falls:** Clean up spills immediately and remove any obstacles or wet spots on the floor. Consider enforcing slip-resistant shoes to minimize injuries from slipping on floors.
* **Maintain clean personal hygiene and behaviours:** Proper hygiene also helps to prevent the transfer of harmful bacteria. Keep all smoking, eating, drinking, coughing, or sneezing away from food-preparation areas. Keep ill employees at home and away from the workplace. Plastic or latex gloves also reduce risks of cross-contamination
* **Be wary of burns:** Burns from hot surfaces, water, oil, and food are common causes of injury in a kitchen environment. Take proper precautions and consider potholders and oven mitts to provide extra protection to anyone working around hot equipment or food.
* **Use caution with sharp edges:** Knives, machine parts, equipment, and broken glass can all have sharp edges. Wearing cut-resistant gloves can prove especially helpful when handling sharp objects.
* **Minimize strains and sprains:** Train employees in proper lifting techniques and ways to eliminate excessive reaching or repetitive motion injuries. Anti-fatigue mats are often helpful for employees who stand for long periods of time.
* **Handle hazardous chemicals with care:** Read labels, be familiar with Material Safety Data Sheets for any chemicals on the premises, and utilize any protective gear available.
* **Prepare for emergencies:** Implement an action plan for accidents, natural disasters, fires, violent situations, and other emergencies that may occur on the premises. Communicate the action plan to all employees.

## 4.2. First Aid: The Basics

**What is first aid?**

First aid is help given to a sick or injured person until full medical treatment is available and giving initial care for an illness or injury. First aid can be anything from putting on a plaster to saving someone’s life. You don’t need formal first aid training to help someone in need. There are three main aims when administering first aid:

* Preserve life
* Prevent worsening of the condition (if possible)
* Promote recovery

These aims are known as the ‘three Ps’. For example, applying a plaster is preventing the condition (a cut) from worsening by stopping infection.

**First aid for the kitchen**

With employees handling sharp knives, hot surfaces and boiling oils, having the proper first aid kit and training is crucial to the overall safety of your professional kitchen. By just investing a little time and money into getting the right knowledge and tools in place, you can keep a healthy and safe environment for your employees while decreasing insurance claims.

****

First Aid Kit Contents

|  |  |
| --- | --- |
| Table 4.2: First Aid Kit Quide | |
| Plastic case with dividers | Triangle sling/bandage, with 2 safety pins |
| Exam quality gloves, 1 pair | Conforming gauze roll bandage, 2 sizes |
| Trauma pad | Gauze dressing pads, 3 sizes |
| Instant cold compress | Triple antibiotic ointment packs |
| Antiseptic cleansing wipes (sting free) | Burn relief pack, 3.5gm |
| Adhesive plastic bandages | First aid tape roll |
| Elbow & knee plastic bandage | Scissors, nickel plated |
| Aspirin tablets, 2-3 packs | Alcohol cleansing pads |
| Sterile eye pad | Small fingertip fabric bandage |

## 4.3. Calling Emergency

In the event of an emergency, call the necessary authority (ambulance, police, fire) and give clear, precise information about:

* The location of the incident
* The number of casualties/people involved
* The nature of their injuries
* In some cases, their age
* Any hazards at the incident (e.g. spilt fuel, fire, electricity)

If the area is remote/difficult to access, consider sending someone to meet the emergency services.

* Always be aware of potential dangers at an incident (e.g. fire, electricity)
* Never put yourself or other bystanders in danger
* You are the most important person
* If the incident is too dangerous to approach, stay back and call for emergency help

## 4.4. Infection Control

1. Various diseases can be transmitted via blood and body fluids:

* This includes HIV and Hepatitis B & C

1. If possible, always wear disposable latex/nitrile gloves when dealing with bodily fluids

* You can improvise and use anything to create a barrier (e.g. a plastic carrier bag).

1. Ensure any cuts and open injuries to your hands are covered with waterproof plasters or dressings.

* Wash your hands with soap and warm water after dealing with a casualty.

## 4.5. Requirements from Fire Department

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Fire Safety Checklist

|  |  |
| --- | --- |
| Table 4.5: Fire Safety Checklist | ✓ |
| 1.     Entrances and exits shall be kept unobstructed at all times. |  |
| 2.     A clear passage with one-meter width from entrance to rear wall shall be kept unobstructed at all times. |  |
| 3.     A clear passage of one-meter width leading from the entrance to exit shall be kept unobstructed at all times. |  |
| 4.     An additional exit shall be provided for the kitchen/manufacturing pre-packaged meals or a la carte items area. |  |
| 5.     Open spaces shall be kept free from encumbrances and encroachments. |  |
| 6.     Electric lighting wiring shall be laid in metal/PVC conduit continuously bonded to earth. |  |
| 7.     Electric power writing shall be laid in metal/PVC conduit continuously bonded to earth. |  |
| 8.     Electric mains shall be switched off daily before close of the premises. |  |
| 9.     Nothing shall be kept in the radius of one meter from any electric wiring and/or installations. |  |
| 10.  Red pilot lamp shall be introduced in the electrical circuit of an electric hot plate/oven and for each electrical appliance separately. |  |
| 11.  Thermostatic control valve shall be provided for all electrical heating appliances. |  |
| 12.  No loft and/or wooden partition shall be erected on the premises without having prior permission from building authority. |  |
| 13.  Cooking/heating/preparation of eatables shall be strictly prohibited to the entrance of the premises. |  |
| 14.  Cooking is permitted with the approved type one kerosene oil pressure stove having capacity not exceeded 5 litres. |  |
| 15.  Kerosene oil pressure stove shall be kept on raised non-combustible cooking platform on the rear side of the premises in kitchen. |  |
| 16.  Entire premises and kitchen shall be kept well ventilated. |  |
| 17.  Flooring shall be kept free from oil deposits i.e. flooring shall be non slippery. |  |
| 18.  Good housekeeping shall be maintained on the premises. |  |
| 19.  “No smoking” board shall be conspicuously displayed on the premises in the local language, English, Chinese and in pictorial sign. |  |
| 20.  Adequate safety guards shall be provided for all the moving parts of the machinery/motors/appliances. |  |
| 21.  Safety goggles and hand gloves shall be used. |  |
| 22.  Liquor shall be kept in their original sealed packing/containers and shall be kept on steel racks alongside walls. |  |
| 23.  Edible oil and other liquid cooking items must be kept in their original seal container/packing on steel racks alongside walls in different lots one meter away from each other. |  |
| 24.  Essential oil shall be kept in their original seal packing containers and shall be kept at lest two meters from other commodities and escape route. |  |
| 25.  Stacking height shall not exceed more than 2.25 meters with a clearance of one meter from ceiling or trusses for ceiling, 15cm from sidewalls and 10cm from flooring shall be maintained on the premises. |  |
| 26.  Damage/leaking/loose containers shall not be kept on the premises. |  |
| 27.  Trade waste/cartons/papers or cardboard boxes shall be collected regularly in separate metal bins with lids and shall be disposed of daily before closing the premises. |  |
| 28.  Oil impregnated cotton waste/rags and trade waste shall be collected regularly in spate metal bins having lid and shall be disposed of daily before close of the premises. |  |
| 29.  All commodities shall be kept in different lots, one meter away from each other. |  |
| 30.  Decanting, repacking shall be permitted on the premises. |  |
| 31.  No other licensable commodities shall be kept on the premises. |  |
| 32.  No other fuel (other than permitted) shall be permitted to use on the premises. |  |
| 33.  An adequate size and number of exhaust fans shall be provided in external wall of the kitchen and/or manufacturing/preparation of eatable area and the same shall be kept running during working hours. |  |
| 34.  Cooking, smoking, heating and use of naked flame/light shall be strictly prohibited on the premises. |  |
| 35.  Dwelling, smoking, heating and use of naked flame/light (other than permitted) shall be strictly prohibited on the premises. |  |

## 4.6. Storing Gas and other Flammable Items Safely

Fire is a hazard faced by all commercial kitchens. It only takes a single spark or small gas leak to set a restaurant aflame. Only through properly training employees and following the national fire safety standards can a restaurant owner protect employees and customers from danger.

**Potential hazards**

Electricity and gas are the forms of energy used to power any kitchen. There is a potential fire hazard everywhere that energy is found. The following list highlights the most common causes of restaurant fires:

* **Open flames.** Loose clothing and hair can easily catch fire if they come in contact with open flames.
* **Full grease traps**. Full grease traps have pieces of food and maybe even stray paper products inside them that can catch fire when more hot grease is added.
* **Poor housekeeping.** Fire can quickly spread in dirty and untidy walkways and storage areas.
* **Faulty or frayed electrical cords**. Frayed electrical cords or faulty equipment are more likely to spark and cause an electrical fire.
* **Improper storage of flammable materials.** Flammable materials must be stored away from open flames or heat sources so they do not combust.

**What employees can do to protect themselves?**

As the main operators of restaurant equipment, kitchen employees must follow proper operating and maintenance tasks in order to prevent fires. Here are some tips kitchen workers can follow to minimize the risk of fire:

****

**Ti­ps**

* Understand the fire safety procedures for your workplace. Know where fire extinguishers are located, how to manually activate the fire suppression system and the emergency exit route for your work area.
* Do not store flammable items near open flames. Aprons, loose clothing and aerosol cans are all examples of flammable material that can easily catch fire or explode if placed near an open flame or heat source.
* Regularly clean grill surfaces. Grease and food particles can accumulate on a grill’s surface and easily ignite if not removed.
* Do not use defective equipment or frayed power cords. These are a source of both fire and electrocution.
* Avoid cooking areas unless assigned to work there. An over-crowded cook line increases the risk that a stray article of clothing will come in contact with an open flame.
* Never throw water on a grease fire. That will only make it worse. Instead use a fire extinguisher for large fires or baking soda for small skillet fires.
* Stop, drop and roll. If you do catch fire, rolling around on the floor is the quickest way to smother the flames.

**What employers can do to protect employees?**

Restaurant owners and managers must provide proper training in order to protect their employees and business from fire. Here are some ways employers can minimize the dangers of a fire in the commercial kitchen:

* Train employees on fire extinguisher use. Train employees on each shift how to properly use a fire extinguisher and activate the overhead fire suppression system. Then in the event of a fire, someone on the cook line will know what to do.
* Make sure employees do not attempt to fight the fire. Employees must first sound the alarm, call the fire department and activate the overhead suppression system before attempting to battle the flames themselves.
* Empty grease traps regularly. Overfilled grease traps can catch fire.
* Keep aisles tidy. Cluttered walkways will hamper employees and customers trying to escape from a fire.
* Provide sufficient lighting. The emergency exit route needs to be adequately lit so employees and customers can see where they are going in case of an emergency.
* **Provide PPE for all employees.** Common PPE for commercial kitchen employees include goggles, chemical gloves and dishwashing aprons.
* **Store non-compatible chemicals separately.** Non-compatible chemicals, like chlorine and ammonia, can create a poisonous gas if mixed. Store them separately to minimize the chances of them mixing if spilled.
* **Use lower shelves to store chemicals.** Store liquid chemicals on lower shelves to avoid the risk of spills.

Human

Resource Management

# 5. Human Resource Management

OBJECTIVE:

* Provides details on treatment of staff in the workplace, including gender equality
* Provides details on reward systems

TRAINING GUIDE:

* This is covered in session 6

## 5.1. Treating Staff with Respect

**Practical aspects to treating staff with respect:**

* Keep the areas and equipment used by workers well maintained and clean.
* Make drinking water and/or other healthy drinking options available at all times
* Provide clean bathrooms and toilets for staff
* Provide staff with a place to change and to store other clothing and belongings
* If the work is underground or windowless premises, make sure you maintain high hygiene levels
* Protect your workers from any harmful, unhealthy or toxic substances. PPE should be provided if the work they do requires them to come into contact with any of these.
* The workers are entitled to reasonable, normal hours of work and overtime provisions as determined by the national law
* Make sure your workers are given sufficient rest periods as determined by national law.
* Give advance notice of working schedules to ensure they are able to organise their family and personal lives.
* If workers are required to work on public holidays, they should be appropriately compensated with in time or remuneration, as determined by collective bargaining or in accordance with national law or practice.
* Workers should be entitled to annual leave with pay as determined by national law.
* In cases where their contract expires or their period of continuous service is not of sufficient duration to qualify them for full annual leave, the workers concerned shall be entitled to paid leave proportionate to the length of service or payment of wages in lieu, as determined by collective bargaining or in accordance with national law or practice.
* The term ‘tip’ means an amount of money given voluntarily to the worker by a customer, in addition to the amount, which the customer has to pay for the services received. Regardless of tips, the workers concerned shall receive a basic remuneration that is paid at regular intervals.[[1]](#footnote-1)

## 5.2. Gender-Friendly Work Environment

**Key principles**

* **Gender equality attracts the best staff:** A workplace that is equally appealing for women and men will provide businesses access to talented and motivated staff.
* **Gender equality can reduce expenses:** Replacing a departing employee can cost a business up to 75% or more of the departing employee’s annual wage.  As both women and men are more likely to remain with an organization they view as fair, employee turnover for an organization offering gender equality can be reduced, thereby decreasing the high expense of recruitment.
* **Restaurants with gender equality perform better:** A considerable body of research suggests a link between gender equality and better organizational performance. There are many reasons why but overall diversity leads to better decision-making.
* **Gender inequality wastes resources:** By balancing the scales of equality, men and women will have an equal chance to contribute both at home and in the workplace, thereby enhancing their individual well-being and that of society.

As a service sector employer, it is incumbent upon your organization to ensure the promotion of gender equality. As an employer, the following items should be accepted, in principle, for all your employees.

* Equal pay, not based on gender
* Equal opportunities for training
* Independent and impartial complaint-handling mechanism – an employee should be able to complain without fear of consequences
* Collective bargaining rights – all employees have the right to join a union
* Fair termination and severance terms
* Written contractual agreement
* Safe and nonthreatening work environment
* Honest and mutually respectful working relationship with employer

The following items should be agreed upon in advanced to the employment of each person at your establishment:

* Agreed working hours
* Adequate compensation for over time
* Maternity cover
* Availability of insurance for workplace accidents
* Equal opportunity for progression with a merit based approach towards evaluation

## 5.3. Reward Systems

A good system should recognize and reward two types of employee activity: performance and behaviour. Performance is the easiest to address because of the direct link between the initial goals you set for your employees and the final outcomes that result. For example, you could implement an incentive plan or recognize your top salespeople for attaining periodic goals.

**Recognition and appreciation**

These two elements are very important for motivating employees. These two elements rarely receive the attention they deserve from business owners. They are often very effective but also very low cost. Employees like to know whether they are doing well, bad or average, so it is important that you tell them.

Recognition means noticing and acknowledging and employees efforts. Appreciation is about expressing gratitude to someone for his or her actions**.** Show appreciation to your employees by acknowledging excellent performance, and the kind of behaviour you want to encourage through simple expressions and statements.

Another approach is to combine recognition and appreciation in the form of a public statement of thanks in front of the employee's co-workers or team, giving specific examples of what they've done that has positively impacted the organization.

You can use the following systems to help you recognise employee efforts:

1. **Star rewards system**

The manager provides a star to an employee when a positive activity is achieved. This could then count towards a bonuses or time-off. The attitudes and behaviours could be determined by the manager or jointly with staff members. A maximum of five stars can be awarded every week. The manager will decide in the case of a tie between employees. At the end of the month, each employee’s Star Rewards will be totalled and the employee with the most stars earns the Employee of the Month award. Some attitudes and behaviours could include:

* Punctuality
* Personal hygiene
* Customer recommendation
* Helping colleagues with a specific task
* Meeting pre-agreed target

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**Star Rewards Template**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Table 5.3.1: Star Rewards - Employee Copy | | | | |
| Star Rewards | | | | |
| Name of employee |  | | | |
| ID number |  | | | |
|  | Activity | | | |
|  | Week 1 | Week 2 | Week 3 | Week 4 |
| January |  |  |  |  |
| February |  |  |  |  |
| March |  |  |  |  |
| April |  |  |  |  |
| May |  |  |  |  |
| June |  |  |  |  |
| July |  |  |  |  |
| August |  |  |  |  |
| September |  |  |  |  |
| October |  |  |  |  |
| November |  |  |  |  |
| December |  |  |  |  |
| Place star and write activity in the above box | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Table 5.3.2: Star Rewards - Employer Copy | | | | |
| Big Star Rewards | | | | |
| Name of employee |  | | | |
| ID number |  | | | |
|  | Activity | | | |
|  | Week 1 | Week 2 | Week 3 | Week 4 |
| January |  |  |  |  |
| February |  |  |  |  |
| March |  |  |  |  |
| April |  |  |  |  |
| May |  |  |  |  |
| June |  |  |  |  |
| July |  |  |  |  |
| August |  |  |  |  |
| September |  |  |  |  |
| October |  |  |  |  |
| November |  |  |  |  |
| December |  |  |  |  |
| Place star and write activity in the above box | | | | |

1. **Employee of the month systems:**

Recognition and aiming for something often go together. Therefore, celebrating employee success at the end of each month is important. Create a culture of good practices through an employee of the month system where peers and managers can contribute towards celebrating the success of one employee every month.

* The criteria and grading system in the form should be used for a transparent review system.
* Please provide the forms to all employees at a staff meeting on the 15th day of each month. You should also grade employees using the employer copy on the same date. This will give you time to allocate bonuses for the month before making wage payments.
* Identify the winner by taking an average of the employee and employer feedback and combining the results to identify the highest score.
* Hang the employee of the month plaque, which will include: photo of employee, name, position and date of the achievement.

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**Employee of Month Templates**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 5.3.3: Employee of the Month – Employee Copy | | | | | |
| January: Employee of the month Employee copy | | | | | |
|  | | | | | |
|  | | | | | |
| Insert a number grade between 1-5 (1-Poor, 5- Excellent) | | | | | |
|  | Punctuality | Cooperation | Cleanliness | Customer focused | Total |
| Employee name |  |  |  |  |  |
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| To be completed on the 15th day of each month | | | | | |

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| --- | --- | --- | --- | --- | --- |
| Table 5.3.4: Employee of The Month – Employer Copy | | | | | |
| January: Employee of the month Employer copy | | | | | |
|  | | | | | |
|  | | | | | |
| Insert a number grade between 1-5 (1-Poor, 5- Excellent) | | | | | |
|  | Punctuality | Cooperation | Cleanliness | Customer focused | Total |
| Employee name |  |  |  |  |  |
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| To be completed on the 15th day of each month | | | | | |

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**Employee of The Month Certificate**

**Employee of the Month**

**~Insert Photo~**

**Name**

**Position**

**Day Month**

**Year**

Developing Routines

# 6. Developing Routines

OBJECTIVES:

* Provide information about recording employee information such as timecards, timesheets and weekly work schedules
* Provide tools for handling administrative tasks consistently

TRAINING GUIDE:

* This is covered in session 7

## 6.1. Employee Timecards

Using employee timecards and other methods of keeping records routinely, helps to keep an accurate reflection of what is happening in your business and how many hours your employees are working. Ensuring you can pay them for overtime and make sure they are working the required number of hours and not more.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Table 6.1: Employee Timecard | | | | | | | |
|  | Your Company Name |  |  |  |  |  | Time Card |
|  | Employee |  | |  | Manager: |  | |
|  | [Street Address] |  | |  | Employee phone: |  | |
|  |  |  |  |  |  |  |  |
|  | [Address 2] |  | |  | Employee e-mail: |  | |
|  | Week ending: |  | |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  | Day | Date | Regular Hours | Overtime | Sick | Vacation | Total |
|  | Monday |  |  |  |  |  |  |
|  | Tuesday |  |  |  |  |  |  |
|  | Wednesday |  |  |  |  |  |  |
|  | Thursday |  |  |  |  |  |  |
|  | Friday |  |  |  |  |  |  |
|  | Saturday |  |  |  |  |  |  |
|  | Sunday |  |  |  |  |  |  |
|  | Total hours |  |  |  |  |  |  |
|  | Rate per hour |  |  |  |  |  |  |
|  | Total pay |  | $- | $- | $- | $- | $- |
|  |  |  | Employee signature |  |  |  | Date |
|  |  |  | Manager signature |  |  |  | Date |



**Employess Timecard Template**

## 6.2. Weekly Work Schedule

Use this template to schedule employees' work schedules for a week. The main body of the template is used to record the hours each employee will work. You can either enter the number of hours each person will work or the start or end times.

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Work Schedule Template

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Table 6.3: Weekly Work Schedule | | | | | | | | | | | | | | |
| Department |  |  |  | |  | |  | | Week Ending | | |  | |  |
|  |  |  |  | |  | |  | |  | | |  | |  |
|  |  | Hours | | | | | | | | | | | | |
| Employee Name | | Sun | | Mon | | Tue | | Wed | | Thu | Fri | | Sat | |
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## 6.3. Employer Copy of Employee Timesheet

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Employer Copy of Employee Timesheet for Regular Hours

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| Table 6.3.1: Employer Timesheet Copy | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | |  |  |  | | Employee Name | | | | |  | | | | | | | | |  | |  | |  | | |  | |  | |  | |  | |  | |
| Payroll Ending Date | | | June 14, 2015 |  |  | | Employee Number | | | | |  | | | | | | | | |  | |  | |  | | |  | |  | |  | |  | |  | |
|  |  | |  |  |  | |  | |  | | |  |  | |  | | Total |  |  | |  | |  | |  | | |  | |  | | Total | | Total | | Payroll | |
| Regular hours: | | | Date: | 6/1 | | 6/2 | | 6/3 | | 6/4 | 6/5 | | | 6/6 | | 6/7 | Week 1 | 6/8 | | 6/9 | | 6/10 | | 6/11 | | 6/12 | 6/13 | | 6/14 | | Week 2 | | Regular | | Use Only | |
| Work Description | | Job Title |  | M | | T | | W | | Th | F | | | S | | S | Regular | M | | T | | W | | Th | | F | S | | S | | Regular | | Hours | | Pay Code | |
|  | |  |  |  | |  | |  | |  |  | | |  | |  |  |  | |  | |  | |  | |  |  | |  | |  | |  | |  | |
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**Employer Copy of Timesheet for Overtime Hours**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Table 6.3.2: Overtime Hours | | | | | | | | | | | | | | | | | | | | | | | |
| Overtime hours: |  |  |  |  |  |  |  |  | |  | | Week 1 O/T |  |  |  |  |  |  |  | Week 2 O/T | Total O/T | Overtime Code |  |
|  |  |  |  |  |  |  |  |  | |  | |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |  | |  | |  |  |  |  |  |  |  |  |  |  | Total Hours Worked | Total Hours Paid |
|  |  |  |  |  |  |  |  |  | |  | |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  | |  | |  |  |  |  |  |  |  |  |  |  |  |  |
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| Employee | | Supervisor | | |  |  |  | |  | |  |  |  | Supervisor | |  | | | | | |  |  |

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| --- | --- | --- | --- |
| Table 6.4.1: Administration Checklist | | | |
| Item | Date Checked | Need to Replace Stock | Date Replaced |
| First aid kit |  |  |  |
| Guest comment forms |  |  |  |
| Log book |  |  |  |
| Paper for printer |  |  |  |
| Paper for messages |  |  |  |
| Pens and pencils |  |  |  |
| Public toilet (hand towels, soap, toilet paper). |  |  |  |
| Receipt books |  |  |  |
| Refrigerator (water, soda, etc. for guests) |  |  |  |
| Tourist information for guests (maps, leaflets) |  |  |  |

## 6.4. Administration Systems

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**Checklists and Important Information**

|  |  |
| --- | --- |
| Table 6.4.2: Reception to do | ✓ |
| Tidy front desk |  |
| Computer, keyboard, printers and faxes clean |  |
| Walls and ceiling clean |  |
| Fans clean |  |
| Paintings and artwork clean |  |
| Fabrics and rugs clean with no rips |  |
| Windows and sills clean |  |
| Floor is swept and mopped |  |
| Floor is clear with no obstacles |  |
| Furniture is dusted and clean. |  |
| Plants are watered and trimmed. |  |
| Lamps and lighting are clean and bulbs work. |  |
| Trash bins are clean and empty. |  |
| Other |  |

|  |  |
| --- | --- |
| **Table 6.4.3: Important Telephone Numbers** | |
| Owner: | Suppliers: |
| Managers: | Internet provider: |
| Employees | Electricity company: |
|  | Gas supplier: |
| Police: | Water company: |
| Fire department: |  |
|  | Rental cars: |
| Doctors: | Taxis/tuk-tuks: |
| Ambulance: | Tour companies |
| Hospital |  |
| Pharmacies | Others: |

## 6.5. Customer feedback

This form should be used to gain insight into customer dining experience and areas of weakness and success. Please provide one form to 10 per cent of your customers form each dining period (lunch, dinner).



**Customer Comments**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Table 6.5: Customer Comment Card | | | | | | | | |
| We at [INSERT COMPANY NAME] care about what you think of the products and services we provide. We value your feedback and would appreciate you taking a few moments and filling out this comment card and either dropping it in the available box or sending it by mail to us. | | | | | | | | |
| Date: | | | | | | | | |
| Lunch/dinner: |  |  | |  | |  |  | |
|  | Poor | Below average | | Good | | Above average | Excellent | |
| How would you rate the quality of the food and service? |  |  | |  | |  |  | |
| Comments: | | | | | | | | |
| Please rate your overall experience. |  |  | |  | |  |  | |
| Comments: | | | | | | | | |
| Please rate the friendliness of the staff. |  |  | |  | |  |  | |
| Comments: | | | | | | | | |
| Please rate the cleanliness of the facility. |  |  | |  | |  |  | |
| Comments: | | | | | | | | |
| How likely are you to refer a friend to us? |  |  | |  | |  |  | |
| Comments: | | | | | | | | |
| Please share your thoughts on what we can do to improve your experience. | | | | | | | | |
| Comments: | | | | | | | | |
| If you would like someone to personally contact you, please provide the following information.  Name:  Address:  Email:  Phone Number: | | | | | | | | |
| Contact preference: phone email | | |  | |  | | |  |

Reputation, Service Delivery and Value Addition

# 7. Reputation, service delivery and value addition

OBJECTIVE:

* Provide instructions on ensuring that staff remain customer focused, attentive to the needs of customers and polite when serving customers
* Looks at how to deal with difficult customers
* Provides information are serving people with disabilities
* Looks at how to add value through cooking classes or takeaway provision

TRAINING GUIDE:

* This is covered in session 8

## 7.1. Customer Service Skills That Every Employee Needs

1. **Patience**

If you deal with customers on a daily basis, be sure to stay patient when they come to you with a problem. Take the time to understand what they want – customers would rather have good service than be hurried away.

1. **Attentiveness**

The ability to really listen to customers is very important for providing good service. It is important to pay attention to each individual customer and also to pay attention to the feedback that you receive.

1. **Clear communication skills**

When it comes to important things, it is important to be very clear with your customer. This prevents confusion or misunderstanding. It is better to be overly cautious than overly confident when addressing customers to ensure that you can be certain about what you are saying.

1. **Knowledge of the menu and services**

In order to help customers you need to know your menu and services very well. Not everyone needs to know every detail but they should know something about how each dish is prepared.

1. **Ability to use positive language**

Remember to use this when interacting with customers. For example, without positive language: "I can't get you that item right now; it is unavailable at this time"and with positive language: "I’m sorry but we don’t have the ingredients for this item, but I can recommend an alternative."

1. **Acting skills**

Basic acting skills help you to remain positive and pleasant when interacting with difficult customers. Often the person may be upset due to situation beyond your control and it is important to maintain a happy and service minded outlook when interacting with them.

1. **Time management skills**

You need to realise where you cannot help a customer; otherwise you will end up wasting your time and the customer’s time. If you don't know the solution to a problem, the best support is sending a customer over to someone who does.

1. **Ability to read customers**

Look and listen for subtle clues about their current mood, patience level, personality, etc. This will improve your interactions with customers.

1. **A calming presence**

Those who are best at customer service know how to stay calm in all situations. They need to remain calm in order to be able to solve the problem for the customer who might be overwhelmed by the current situation.

1. **Ability to handle surprises**

* **Who? You need to have people you can ask when you are uncertain. While the manager can help, there should be other people you can ask for help.** Know this before the surprises happen, this will help you deal with the situation.
* **What? Knowing what important pieces of information to pass on when you need help with a problem is a good way to inform those who are helping you about the situation.**
* **How?** When it comes time to get someone else involved, how are you going to contact him or her?

1. **Closing ability**

**This refers to your ability to solve the problem. Your willingness to do this shows the customer 3 very important things:**

* That you care about getting it right
* That you're willing to keep going until you get it right
* That the customer is the one who determines what is best

1. **Willingness to learn**

Being willing to improve and learn from mistakes is very important for becoming better at service customers.

## 7.2. Developing a Cooking Class Programme

Holding cooking classes can be another way to earn money. It also helps increase awareness of about your cuisine and style of cooking. This section includes a step-by-step system of setting up the classes, but each step has activities to complete the task of setting up the class. The approach developed below takes a broad-view approach of creating this addition to your business, and each step will be expanded in the following sections.

**Step 1: Identify a range of dishes with low cost and easily available ingredients**

* Based on your menu, identify dishes with ingredients easily available from your fresh market.
* Discuss with your visiting (foreign) customers if these ingredients are available at their local grocery stores. The participants of the programme may largely be foreigners who will wish to replicate the dish in their home country for friends and family.
* Use universally recognized measurement instruments such as cups, grams and litres (metric system) when instructing the participants.

**Step 2: Develop a teaching programme**

* Develop a teaching programme based on your human resource capacity and investment strategy.
* Identify competitors in your area and compliment the course based on duration and content.
* Whether you develop a 3, 5, or 10-daylong programme, each session should not last for more than 3.5 hours with a 30-minute break.
* The courses should aim to attract the widest range of customers with differing levels of ability for cooking (beginner, intermediate, proficient).
* Content management:
* Identify the meal (e.g. breakfast, lunch, dinner, brunch, afternoon tea) for which your dish is served.
* The courses can be themed according to the meal (e.g. within a 3-day course, each day can be devoted to creating simple meals for breakfast, lunch, and dinner).
* The courses can also be focused on learning the process of creating a complex signature dish from your restaurant or one famous dish in your region and/or country.
* At the end of each day, the participants should be provided a recipe of the dish with details of the ingredients. If possible, offer substitute items to broaden the options for a diverse group.
* The participants should be encouraged to consume their dishes at the end of the course and to order additional items from your restaurant.
* You may want to provide a short history and description of each dish.
* Use the customer comment card for feedback.

****

**Feedback**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Table 7.2: Cooking Course Comment Card | | | | | | | | |
| We at [Insert Company Name] care about what you think of this course. We value your feedback and would appreciate you taking a few moments to fill out this comment card and either dropping it in the available box or sending it by mail to us. | | | | | | | | |
| Date: | | | | | | | | |
| Type of (product/service) received: | Poor | Below average | | Good | | Above average | Excellent | |
| How would you rate the quality of course? |  |  | |  | |  |  | |
| Comments: | | | | | | | | |
| Please rate your overall experience. |  |  | |  | |  |  | |
| Comments: | | | | | | | | |
| Please rate the friendliness of the staff. |  |  | |  | |  |  | |
| Comments: | | | | | | | | |
| Please rate the proficiency of the trainer. |  |  | |  | |  |  | |
| Comments: | | | | | | | | |
| How likely are you to refer a friend to us? |  |  | |  | |  |  | |
| Comments: | | | | | | | | |
| Please share your thoughts on what we can do to improve your experience. | | | | | | | | |
| Comments: | | | | | | | | |
| If you would like someone to personally contact you, please provide the following information.  Name:  Email:  Phone Number: | | | | |  | | |  |
| Contact preference: phone email | | |  | |  | | |  |

**Step 3: Identify training staff to deliver the course with strong language skills in the language of the participants (English, French, Spanish, Bahasa, Mandarin)**

* You can hire a specialist trainer to deliver the course, or you can develop your own or the staff’s skills
* Strong communication and training skills are important to ensure that participants feel they have received value for money
* If you hire a trainer, the person should have a background in the restaurant business. The trainer should be accompanied by a person proficient in demonstrating each step of the cooking process (washing, cutting, cooking) from your restaurant
* The purpose of the assistant is to demonstrate and not to communicate. The trainer should deliver the content of the course. It is important to avoid multiple persons talking at the same time as it may confuse the participants
* It is important to select a person to train who can develop the ability to relate to the participants, is service-oriented and has an affable disposition. Remember that in the service sector, it is important to satisfy the customer and ensure that they leave your establishment with a smile.

**Step 4: Pricing plan for the course**

* Identify costs related to the course:
* Capital expenditure
* Rent
* Licenses
* Cooking equipment
* Wage
* Survey the prices charged by the competition in your locality
* Examine the course content and, if possible, exchange ideas with other providers
* Create a price structure based on advanced and recent booking
* Create an introductory price for the courses

**Step 5: Advertisement through local branch of the national tourism authority, hotel, newspaper, Internet, and local non-governmental organization**

* Identify the defining characteristic of your course. For example:
* A taste of the local cuisine
* Flavours from your country
* Understanding culture through food
* Use the definition of this course to advertise with potential customers.
* Identify hotels with 3 stars and above because customers from these hotels will have the desire and disposable income to enrol with the course.
* Create fliers, posters and info brochures with the teaching programme, price and contact details.
* Distribute these to the national tourism board office, NGOs, hotels and any other places of interest.

## 7.3. Creating Take-Away Items

**Step 1**: Identify a range of dishes that can be stored in a jar or in a small durable packet

**Step 2:** Identify vendors with experience of preserving food for retail consumption

**Step 3:** Advertise the availability of take-away items and offer the in-store customers the option of taking away unfinished items

**Step 4:** Charge extra for the use of takeaway utensils unless customers use their own containers

**Step 5**: Ensure that the container is fit for its purpose (i.e. volume and type of food is appropriate for the container)

**Step 6:** Ask the customer if they would like a disposable container or if they will use their own.

**Step 7:** Ask the customer if they would like disposable food utensils or if they will use their own.

**Step 8:** Ask the customer if they would like a serviette.

## 7.4. Serving Customers with Disabilities

People with disabilities, along with their families and friends, travel, shop, do business, engage in activities in the community, send their children to the local school and attend school events, just like everyone else. By providing service that welcomes people with disabilities, you can offer better service to everyone. Treating all the people who come to your restaurant with individual respect and courtesy is at the heart of excellent customer service. Here are some ways you can provide better service to your customers with disabilities:

* Provide facilities to accommodate physical disabilities in your restaurant (e.g. access ramps, handicapped accessible bathrooms).
* Don’t make assumptions about what type of disability or disabilities the customer has.
* Some disabilities are not visible. Take the time to get to know your customers’ needs.
* If you’re not sure what to do, ask your customer, “How may I help you?”
* If you can’t understand what someone is saying, just politely ask again.
* Ask before you offer to help, don’t just jump in. Your customers with disabilities know if they need help and how you can provide it.
* Look at your customer, but don’t stare. Speak directly to a person with a disability, not to their interpreter or someone who is with them.
* Don’t touch or address service animals, they are working and have to pay attention at all times.
* Ask permission before touching a wheelchair or a piece of equipment.



www.sme-tools.org

1. **Sources**: Adapted from “C120 - Hygiene (Commerce and Offices) Convention, 1964 (No. 120)”; “C172 - Working Conditions (Hotels and Restaurants) Convention, 1991 (No. 172)”, International Labour Organization [↑](#footnote-ref-1)