

Unit 5: Supervisory Skills in the Hospitality Industry

Unit code:	J/600/9151
QCF Level 3:	BTEC National
Credit value:	8
Guided learning hours:	30

● Aim and purpose

The aim of this unit is to enable the candidate to develop the necessary knowledge and understanding of how to supervise, lead, and train staff. This covers the legislative requirements including the supervisory responsibilities associated with ensuring that the organisation's working environment and staff are fully compliant with legal requirements.

Importance is also placed on identification, monitoring and recording risk assessments and the production and application of health and safety policies and procedures.

● Unit introduction

The ability to lead and supervise teams is critical to the success of a hospitality business. However, teams can be ineffective and lack direction, with members that cannot work together. This unit introduces learners to the principles of team leadership and supervision in a hospitality context. It focuses on assisting learners to put theory into practice when leading teams, ensuring that their teams achieve the required objectives.

Learners, therefore, need to be aware of the different types of teams operating within hospitality businesses. This unit considers the role of teams and how working in teams benefits both individuals and businesses. Learners will also explore the necessary pre-conditions for teams to be effective and objective focused.

Understanding and applying team supervision and development skills is a key requirement of this unit. Learners will be introduced to the principles of team building, how teams can be managed effectively, and the factors that threaten team development within hospitality businesses.

The ability to measure the effectiveness of team performance and achievement is a requirement for any successful hospitality business. Learners will explore the key factors used to monitor work performance and team achievement. They will also be encouraged to review the role of the supervisor and manager in hospitality businesses, and their impact and influence on team achievement.

Learners will have the opportunity to explain and show team leadership skills. These skills can be developed and measured in practical situations where learners have to demonstrate personal organisation, flexibility and other interpersonal skills when leading a team towards achieving the desired objectives.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to apply and monitor good health and safety practices
- 2 Be able to explain how to apply staff supervisory skills within a small team.

Unit content

1 Be able to apply and monitor good health and safety practices

Health and safety practices: sources of support in meeting health and safety legislative requirements eg Health and Safety Executive (HSE); relevant health and safety requirements; carrying out risk assessments; the importance of carrying out risk assessments; the process of carrying out risk assessments (identifying the hazards, deciding who might be harmed and how, evaluating the risks and deciding on precautions, recording findings and implementing them, reviewing the assessment and updating if necessary); recording and storing relevant information; the purpose of recording and reporting procedures; health and safety policies and procedures; health and safety requirements legislation in relation to the professional kitchen; compliance with legislation; responsibilities of supervisors in relation to health and safety

Monitoring health and safety policies and procedures: review and evaluate work practices; possible adaptation or reallocation of tasks

2 Be able to explain how to apply staff supervisory skills within a small team

Types of team: formal and informal; temporary project/task teams versus permanent groupings

Characteristics of a good team: contribution to departmental and organisational effectiveness; 'positive synergy'; reduction of alienation; unit of accountability; focus of human resource contribution/performance; opportunities (to foster innovation, to share expertise, to implement change, to identify and develop talent, to spread knowledge base, to reduce reliance on one individual)

Team building: recruitment; induction; motivation; training eg deputisation, coaching, mentoring; clear articulation of performance expectations; planned staff development eg of skill sets and morale; conduct of appraisal interviews; delegation; team knowledge eg awareness of team members' strengths, weaknesses and sensitivities; capacity to support all team members; retention of team members

Leadership skills: ability to motivate and lead a team; ability to take initiative; effective self-presentation; effective communication skills; ability to envision; charisma; ability to encourage and build morale/confidence; awareness of need for consultation; ability to ask appropriate questions; willingness to be held accountable and take responsibility; ability to defuse and resolve conflict; professional management of stress and anger; flexibility to respond to the unexpected; decisiveness; willingness to seek support when necessary; ability to self-evaluate and recognise own weaknesses

Stages of team development: forming (reaching consensus about issues); storming (managing internal conflict constructively); norming and performing (determining and implementing solutions to problems); adjointing (implementing action plans, reviewing and evaluating team performance)

Monitoring team performance and achievement: identify and agree team objectives; use of performance indicators; regular review of performance against targets; support and development of team members performing below target; possible revision of team responsibilities; review and evaluation of teamworking arrangements; application of corrective measures to remedy team underachievement; maintain team focus

Supervision: by peers; carried out as required by relevant legislation, regulation, guidance, standards, inspection requirements and requirements of the provision and service

Importance of supervision: promoting effective communication and staff development; exchanging information and feedback that supports the supervision; purpose (monitoring tasks and workload, solving problems, supporting staff in dealing with complex situations and moral and ethical dilemmas)

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>P1 source support to meet health and safety legislative requirements</p> <p>P2 conduct self in the workplace to meet relevant health and safety requirements [SM 2, 3, 4]</p> <p>P3 carry out risk assessments</p> <p>P4 record and store relevant information</p> <p>P5 implement and monitor health and safety policies and procedures</p> <p>P6 identify the requirements of health and safety legislation in relation to the professional kitchen</p> <p>P7 explain how organisations ensure compliance with legislation [IE 2]</p> <p>P8 explain the responsibilities of supervisors in relation to health and safety</p> <p>P9 identify sources of support in meeting health and safety requirements</p> <p>P10 explain the importance of carrying out risk assessments</p> <p>P11 describe the process of carrying out a risk assessment</p> <p>P12 explain the purpose of recording and reporting procedures</p>	<p>M1 explain how the provision of staff training and effective supervision support health and safe practices of staff</p>	

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>P13 carry out a staff training needs analysis to meet health and safety requirements [TW 1]</p> <p>P14 produce effective training materials [CT 1, EP 3]</p> <p>P15 describe the range of supervisory tasks within the hospitality industry</p> <p>P16 describe the purpose of supervision</p> <p>P17 describe characteristics of leadership</p> <p>P18 identify leadership styles suitable for different situations</p> <p>P19 describe the benefits of team development</p> <p>P20 identify the characteristics of a good team</p> <p>P21 explain different methods of training.</p>	<p>M2 explain the importance for a hospitality business of effective management and development of staff through supervision.</p>	<p>D1 evaluate their own ability to implement practices and procedures for supervision in the context of legislation and staff development policies.</p>

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

This unit helps learners to appreciate the importance of teamworking and team leadership in the hospitality industry and focuses on the practical skills required when building and leading teams. The unit can be delivered with reference to actual examples of workplace team operations in different types of hospitality businesses. Guest speakers can be used to demonstrate the breadth of team approaches and the team leadership skills employed in different hospitality businesses.

Learners can use their own experiences of working in teams as a useful way of approaching the subject, for example from part-time employment, previous employment or work experience. Learners will also find it beneficial to visit businesses within the hospitality industry to assess team performance in different businesses. Occupationally-related television programmes such as *Fawlty Towers*, *Gordon Ramsey's Kitchen Nightmares* and *Jamie's Kitchen* (or appropriate TV programmes at the time of teaching) are useful in illustrating both effective and ineffective features of team activity and team leadership.

Role play and practical situations should be used as much as possible in developing team leadership and supervisory skills. To cover the supervisory aspects of this unit, learners should have the opportunity to demonstrate team leadership skills in a hospitality context. If real work situations are not available (the centre's training restaurant, coffee shop, etc), then role plays can be used. These can be particularly useful for practising how to deal with difficult team members or conflicts between team members. Learners should develop criteria to evaluate performance relating to each scenario and practise evaluating their own and others' performance. Recording role plays using video and/or audio cassettes would assist self-evaluation.

Case studies and scenario-based activities can also be used to enable learners to demonstrate their team leadership skills.

This unit could be integrated, or delivered jointly with, *Unit 6: Food and Drinks Service*. This would offer the opportunity to organise and supervise a team in the delivery of food and drink service. Another possibility would be to integrate delivery with *Unit 21: Events Organisation in Hospitality* or *Unit 22: Planning and Managing a Hospitality Event*, either of which could provide opportunities for learners to demonstrate their team leadership skills.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to the unit and the programme of learning and assessment.
Group discussion about health and safety practices.
Visits to hospitality businesses and observation of health and safety monitoring procedures – follow-up poster showing health and safety monitoring policies within the businesses.
Exercise – learners carry out risk assessments.
Role play exercises – learners conduct themselves in the workplace to meet relevant health and safety requirements.
Assignment 1 – Applying and Monitoring Good Health and Safety Practices (P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, M1)
Learners apply and monitor good health and safety practices.
Group discussion about types of team and characteristics of a good team.
Exercise – learners carry out a staff training needs analysis to meet health and safety requirements.
Learners visit two different businesses and find out about the range of supervisory tasks within the hospitality industry, plus follow-up discussion.
Learners interview two different employers to find out about leadership styles suitable for different situations.
Assignment 2 – How to Apply Staff Supervisory Skills within a Small Team (P13, P14, P15, P16, P17, P18, P19, P20, P21, M2, D1)
Based on visit, learners produce a booklet on how to apply staff supervisory skills within a small team.

Assessment

Any evidence submitted for criteria requiring the practical demonstration of skills, eg role plays or the ability to work independently, must be supported by observation sheet(s) signed by the assessor and identify how specific criteria have been met.

The sub-headings in this section mirror the funnelling opportunities in the grading grid. They suggest how assessment can be grouped to allow learners to progress to the higher grades; however, they are not prescriptive.

P1 – P2 – P3 – P4 – P5 – P6 – P7 – P8 – P9 – P10 – P11 – P12 – M1

To achieve P1, learners need to research support available to meet health and safety legislative requirements within the hospitality industry.

To achieve P2, learners need to demonstrate supervisory skills in a hospitality context to meet relevant health and safety requirements. Ideally this should be achieved during a period of work experience or in the centre's training restaurant. Other units may also offer opportunities for demonstration of these skills. Observation sheets completed by the assessor are ideal evidence. If this is not possible, a series of simulated role-play exercises can be used to measure this criterion. These exercises should be recorded using video and/or audio cassettes so that learners can review their performance.

P3 requires learners to assess risks that might cause harm to people in a selected hospitality business and determine whether enough precautions were taken or more should be done to prevent harm.

For P4, learners are required to record and store relevant information using appropriate industry templates of documents.

To achieve P5, learners need to produce a checklist of criteria that they would use to monitor health and safety policies and procedures. Each criterion on the checklist then needs to be described more fully to ensure that learners appreciate the complex cyclical process from objective setting to performance evaluation.

For P6, evidence could be in the form of a report which shows knowledge of the requirements of health and safety legislation in relation to the professional kitchen.

P7 requires learners to explain how hospitality businesses ensure compliance with legislation.

For P8, evidence could be in the form of a written piece of work, such as a poster or information bulletin for staff, which shows knowledge of the responsibilities of supervisors in relation to health and safety.

For P9, evidence could be produced in the form of a report identifying sources of support in meeting health and safety requirements.

Evidence for P10 could be in a written format and should give an explanation of the importance of carrying out risk assessments.

For P11, learners must describe the steps involved in carrying out a risk assessment. This will include: identifying the hazards; deciding who might be harmed and how; evaluating the risks and deciding on precautions; recording findings and implementing them; reviewing the assessment and updating if necessary.

To achieve P12, learners must explain the purpose of recording and reporting procedures, including injuries, diseases and dangerous occurrences, as well as 'near-miss' incidents.

Evidence for M1 further develops and builds on the evidence provided for P5 and could be in a written format.

P13 – P14 – P15 – P16 – P17 – P18 – P19 – P20 – P21 – M2 – D1

To achieve P13, learners must carry out a staff training needs analysis to meet health and safety requirements. Learners should be critical when pointing out the strengths and weaknesses of ways of meeting health and safety requirements. This could be evidenced through a written piece of work, such as an article for the trade press or a training manual for a business. It could also be presented verbally, perhaps as a training session.

For P14, learners must produce effective training materials to support staff in a selected hospitality business. The development and design of the training materials should give learners an opportunity to be innovative and creative while producing materials that meet the needs of the staff and the business they are producing the materials for. The materials produced should inspire and engage staff and help them transfer their new-found knowledge and skills back into the workplace.

For P15, evidence could be in the form of a report describing supervisory tasks for two different jobs within the hospitality industry.

P16 requires learners to describe the different functions of supervision. The evidence could take a written format, possibly after a group discussion.

For P17, learners must describe characteristics of leadership. Evidence could be in a written format.

For P18, learners need to make a presentation or submit a report identifying leadership styles suitable for different situations. Ideally this will be based on learners' experiences working in the hospitality industry in a part-time job or during a period of work experience. Care will have to be taken not to identify the business or the manager. Where this is not possible, a research-driven, scenario-based assignment could be used.

For P19, learners need to describe the benefits of team development. The evidence could take a written format, possibly after a group discussion.

For P20, evidence could be in the form of a report identifying the characteristics of a good team in hospitality. Learners should show that they appreciate what is required for a team to be successful.

For P21, learners could visit a hospitality business to observe different methods of training and then explain their findings. This could be within a hotel, a town centre fast-food restaurant, the centre's refectory, or any other suitable hospitality business.

To achieve M2, learners could make a verbal presentation or submit a written report explaining the importance for a hospitality business of effective management and development of staff through supervision. This exercise could be based on an actual hospitality business, combining theory and practice, or learners could take a purely theoretical approach.

Evidence for D1 is based on learners' ability to self-reflect and evaluate their effectiveness in providing staff supervision. Again this criterion can be based on previous employment, current part-time work, or industrial work experience in the hospitality industry.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, M1	Applying and Monitoring Good Health and Safety Practices	Learners take the role of team supervisor in a hotel and are required to apply and monitor good health and safety practices.	Role play or work placement
P13, P14, P15, P16, P17, P18, P19, P20, P21, M2, D1	How to Apply Staff Supervisory Skills within a Small Team	Learners take the role of assistant HR manager and are expected to design and produce a booklet on how to apply staff supervisory skills within a small team for all team supervisors.	Learners design and prepare a booklet for team supervisors

Links to other BTEC units

This unit forms part of the *BTEC Hospitality* suite. This unit has particular links with the following unit titles in the Hospitality suite:

Level 2	Level 3
	Food and Drinks Service
	The Principles of Food Safety Supervision for Catering
	Events Organisation in Hospitality
	Planning and Managing a Hospitality Event

Essential resources

The use of real examples will make the unit relevant and show how different businesses have developed approaches to team leadership and supervision. Role-play exercises and case studies will support this approach.

Industry work experience and realistic work environment experience in the centre training restaurant will provide an invaluable source of information for the unit.

Employer engagement and vocational contexts

Links with local employers should be developed to enable tutors to put the unit into a vocational context through work placements or visits. Speakers from the local hospitality industry could also be used to provide specialist knowledge and relay examples of teamworking practices. Work placements will provide learners with first-hand experience of working in a team within a hospitality environment as long as they are well structured and have clear expected learning outcomes.

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	P7 explaining how organisations ensure compliance with legislation [IE 2]
Creative thinkers	P14 producing effective training materials [CT 1]
Team workers	P13 carrying out a staff training needs analysis to meet health and safety requirements [TW 1]
Self-managers	P2 conducting self in the workplace to meet relevant health and safety requirements [SW 2, 3, 4]
Effective participators	P14 producing effective training materials [EP 3].

Skill	When learners are ...
Reflective learners	evaluating experience and learning to inform future progress [RL 5].

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	
Follow and understand the need for safety and security practices	
Troubleshoot	
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching ways of monitoring good health and safety practices
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching and selecting information on the requirements of health and safety legislation in relation to the professional kitchen
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> ◆ text and tables ◆ images ◆ numbers ◆ records 	
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	

Skill	When learners are ...
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	<p>explaining the responsibilities of supervisors in relation to health and safety</p> <p>explaining the importance of carrying out risk assessments</p> <p>explaining the purpose of recording and reporting procedures</p>
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	identifying the requirements of health and safety legislation in relation to the professional kitchen
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing effective training materials.