



Co-funded by the  
Erasmus+ Programme  
of the European Union



# Professional enhancement guidebook for VET hospitality schools

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.





## Content:

<b>Goals of this publication</b>	<b>4</b>
<b>Practical Training</b>	<b>5</b>
Types of practical training	5
Methodologic-didactical guidelines for realization of the practical training	8
Realization of practical training outside of the school premises	10
Grading of achievements	14
<b>Employment skills</b>	<b>15</b>
How to present yourself in front of your employer	15
Know how's in the service (waiters)	19
Know how's in the service (cooks)	20
Full description of a Training programme for cooks (10 days)	20
Full description of a Training programme for waiters (10 days)	26
List with contacts of potential employers and employment services	30

# 1.

## Foreword Goals of this publication



What you hold in your hands is the first Intellectual Output of an Erasmus+ Project in the Republic of Serbia. Yes, earlier there have been various institutions participating in this EU programme, but this is the first IO that is done by a Serbian Coordinator, with full support from our partners from Spain and Macedonia.

We are happy to have this kind of please and responsibility. We are proud to be pioneers in the long and complex accession process of Serbia towards the European Union. At the same time while implementing this project we had a glimpse at the benefits that the membership within this European family brings and this was made possible by the Erasmus+ Programme of the European Commission.

More concretely, this short booklet should provide enhancement possibilities for staff as well as students of Catering high-schools in Serbia, Macedonia and Spain as we combined the best practices of all countries and came out with a structured guidebook that should help and give assistance and support in the process of structuring of the practical work, administrative segments of organising the internship of the student as well as support in the process of finding job after finishing of the formal education.

We are fully aware that this book that has few dozens of pages will not solve all of the challenges that our educational branch is facing. At the same time, we are proud to have contributed towards the transfer of knowledge from more experienced countries such as Spain – a leading destination in the area of tourism, as well as Ohrid as one of the most popular tourist destinations in South Eastern Europe.

We hope that this publication will assist colleagues in all involved countries.

We also hope that it will serve as a challenge for other Catering schools or other VET schools to utilise the possibilities offered by Erasmus+ Programme and International cooperation overall.

Sincerely,

Ivica Miljkovic  
Director  
Toza Dragovic high-school

Kragujevac, Serbia

September 2018



## 2. Practical Training

### 2.1. Types of practical training;

The term hospitality refers to an important activity that provides services to customers, that is, it includes food, sweets and beverage preparation, as well as serving customers in the hospitality way. These services are directly provided by production and service staff with the purpose of satisfying the needs of the modern society. The aim and the tasks of acquiring knowledge, skills and attitudes for professional service in the hospitality are: good knowledge of technique, hygienic standards, working departments, food and sweets preparation, that is, serving customers, organizational work systems, manner of behaving toward guests and colleagues and many other elements which are crucial for Hospitality industry as an economic activity.

Apart from preparation, bringing and serving of food and drinks, customer service and cooking, being vocational subjects, also include elements of beverage service, bar management as well as the basics of confectionary. Teaching these subjects requires a good preparation and thorough study of didactic and methodical principles of teaching realization.

According to the curriculum and programme, there are following teaching forms:

- Cabinet exercises,
- Practical instruction,
- Block scheduling,
- Feral practice (within the block scheduling) and
- Professional practice.



## Cabinet exercises

Cabinet exercises are carried out in school cabinet which is equipped with all technical means necessary for a teaching process in the subjects of Guest service, Guest service with practical training, Cooking and Cooking with practical training. In this cabinet exercises are carried out for the following educational profiles: hospitality technician, waiter, culinary technician and cook.

Cabinet exercises are carried out through the following working forms:

- a teacher demonstrates an exercise, gives theoretical explanation and carries out the exercise;
- the teacher gives theoretical explanation of the exercise and then the students do the exercise individually with the teachers intervention;
- the teacher gives theoretical explanation of the exercise and then the students work in groups with the teacher's intervention.

Individual work and work in groups is very important for revision and drill.

While carrying out cabinet exercises, it is important for the students to be active all the time and engaged in practical work, to acquire knowledge and skills, beginning with those simple skills and advancing toward the complex ones, integrating theoretical teaching and practice at the same time.

By repeating certain operations, a student corrects his/her mistakes and acquires necessary skills for task performance. By applying various work forms and methods in the cabinet teaching, students' motivation is increased and therefore their knowledge broadens.

## Practical teaching

Cabinet exercises are followed by practical training carried out in the hospitality facilities. The aim is to revise, consolidate and practice teaching material acquired during cabinet exercises but now in real conditions within the production-service process of the hospitality facilities. Through practical training a student qualifies himself/herself for team work and communication with guests, becomes independent in the production service process and finds solutions to various situation he/she may be faced with..



### **Block scheduling**

Block scheduling is organized in one-week periods in the hospitality facilities or in the school workshops-restaurant. The aim of this teaching method is a continuity of practicing and reviewing of various topics. This method enables students to deal with topics more independently, from preliminary to final school years.

This form of teaching has the aim of developing students' working habits and it is an introduction to the working process itself, which is awaiting them at the end of education, that is, when they get employed.

Feral practice is carried out within the block scheduling no later than 15 August of the current school year. Also, it can be carried out in the hospitality facilities for the purpose of making students more independent in the work process.

### **Professional practice**

Cabinet exercises and practical training are followed by the professional practice which is scheduled for the end of the school year and carried out in the hospitality facilities and school-workshop-restaurant. The aim of practical training is to provide students with the ability of practical application of theoretical knowledge, practical skills and attitudes; appropriate handling of inventory, equipment; and appliances; development of working habits and responsibilities; correct behaviour towards guests and colleagues.

## 2.2. Methodological-didactical guidelines for realisation of the practical training;

Teaching methods can be defined as a way used by teachers to enable students to acquire knowledge, skills and habits in order to build up their personalities.

Greek word “methodos” literally means-on “path of pursuit”. It’s a path of theoretical and practical interpersonal activity of both teachers and students which aims to realization of educational tasks and professional orientation.

Following teaching methods are said to have the most appropriate application in the teaching area:

- lecture method
- discussion method (dialogue method)
- demonstration method (presentation)
- text method
- practical work method
- written and graphic assignment method





We focus on demonstration method and practical work method.

- Demonstration method is a teaching method used to communicate an idea with the teaching aids (inventory, equipment, appliances). The teacher demonstrates and the students watch, memorize visually and that way acquire knowledge. The aim of demonstration is not just watching, but also noticing and, to achieve it, the demonstration must be adapted and planned according to the curriculum and programme.

The aim of demonstration method is not only to involve learners' senses such as vision, hearing, smell and taste, but to activate them intellectually to take an active part in learning.

A teacher must take care of an adequate selection of the demonstration models the learners will observe, that is, he must know what models, why, when and how he will demonstrate. The biggest methodological value, considering the hospitality group of subjects, has the demonstration of inventory work, equipment, appliances, food preparation and service, that is, all the processes which happen in real situations in the hospitality facilities.

- Practical training method is a way of teaching process which develops learners' skills and knowledge through practical work. Contents of the learners' practical work are made concrete after each programme subject matter by the curriculum and school programme.

This teaching method should enable students to learn how to perform many professional tasks in order to develop independent activity. After theoretical teaching and according to anticipated curriculum and programme, the students have an opportunity of a practical application of acquired skills and knowledge.

Practical tasks are not carried out only in the school cabinet, but in the school workshops-restaurants, too, in the hospitality facilities, institutions and firms. In the training process the thing that matters is not only "what" was learned, but also "how" it was learned.

Chronologically, methodically and didactically, we slowly introduce students to the hospitality related problems, from those easier to more difficult ones, and from simple to complex problems.



## **2.3. Realisation of practical training outside of the school premises;**

Practical training in companies takes place in the immediate working process with the employer, under the guidance of a mentor with the employer. Practical training with employers takes place one or two days of the week throughout the entire school year or continuously for several days (eg. 20 days) when feral practice is in question. It depends on the number of hours of practical training provided by the curriculum and program, as well as the specifics of work in a particular area of expertise.

The activities related to organizing practical training with employers are carried out in cooperation with representatives of employers, pupils and parents. In school systematization, it is reasonable to have a position of a coordinator of practical training among employers. For this role and tasks, the director can oblige one of the teachers to know the contents of the curriculum, the content of the Practical Training Agreement, as well as other legal acts that concern or relate to the organization and execution of the Practical Training. Also, the practical training co-ordinator should be particularly well aware of the network of employers and the characteristics of students.



## Finding employers

The school prepares a list of companies in which the practical training according to occupations will be carried out (Annex 3). Efforts need to be made in order to attract and activate the learners themselves when searching for open learning / training places with employers with significant professional references. If they are not successful in their search, they can seek advice from the school. It is important to have an active role in the final decision of the student and to have the consent of the parents and the school that will seek and accept a place for learning.

This list of firms offering learning / training places should be posted on the bulletin board and on the school website. In this way, students will be able to find addresses and contacts with companies at any time. The list should be regularly updated and those firms that did not meet the expectations of the school and students should be removed from the school.

The school takes care of the final distribution of all students to the employer.

It is important to choose the optimal solution for everyone's satisfaction.

The criteria for allocating places for practical training are determined by the school itself. The following criteria can be taken as criteria that influence the student's deployment with the employer:

- Previous agreements between students and employers,
- Employer with professional references,
- Local distance of the student and the employer,
- The number of all students who require learning places in the same term,
- Number of employers and the available number of learning places with employers.

The student can submit a request for practical training with another employer that is not included in the list, but it requires consent from the school.

Based on the draft list and the additional requirements of the students, the school prepares a schedule for practical training with the employers and gives the students a certificate for its performance (Annex 4). Students with a certificate of practical training, issued by the school, appear in the employer's company.

### **2.3.2. Introduction meeting with parents**

Parents of the students are invited to an introduction meeting in the school, to be informed about all the activities for carrying out the practical training. The informative meeting should be realized:

- In the first half of September for practical training as part of the practical classes;
- In the first half of May for feral practice.

The meeting is attended by parents, employers' representatives and the practical training co-ordinator for employers, teachers of primary education and the director.

At the same time, the rights and obligations of all participants in its realization are discussed.

At this meeting parents receive a letter with information on the essential parts of the practical training (Annex 1).

### **2.3.3. Information provided to students**

Students are encouraged when they require a suitable learning place to approach in person, alone or together with their parents while the coordinator directs, supervises and provides assistance to students. Required documents for the application for practical training are:

- Application list (Attachment 2);
- Confirmation from the school;
- Practical Training Agreement (Annex 5);
- Curriculum vitae (CV).

The student encloses an accompanying letter from the school at the employer's company. When visiting the company, the student should be introduced to:

- Organizational structure;
- The facility;
- Mentor;
- Workplace;
- Work tasks;
- Employees;
- The house rules.

### **2.3.4. Introducing students and parents with content of the Agreement for practical training**

The content of certain articles of the contract is presented to the parents at the introductory meeting before the beginning of the practical training of the employers. Teachers for practical instruction in the school in greater detail introduce the students with the expert content of the agreement and other necessary guidelines. The contract is compiled in four copies and signed by the company's representative (director), the school principal, the student and the parent / other legal representative or guardian in the case of a minor pupil.

As a rule, the agreement corresponds to the duration of all years and educational profiles of education. By signing the contract all four signatories undertake to comply with all the provisions stated therein.

## 2.3.5. Supervision of the realization of the practical training in the employer's premises

The student begins with the practical training at the employer in accordance with the contract or on the date that the mentor will determine. The number of hours for practical work in the company according to the educational program must be fully realized, and in exceptional cases (prolonged absence due to health or other justified reasons) at least in the volume of 85%.

The representative of the school can monitor the realization of the practical training in the employers' facilities in two ways - Personal visit and telephone conversation with the mentor.

During the visit with the employer, the school representative should discuss and ask questions to the mentor and the student, as well as to ensure that they receive the answers. During the conversation, the school representative encourages mentors and students to talk about:

- realization of the set objectives of the practical training;
- fulfilment of mutual expectations;
- the types and complexity of the assigned tasks;
- Efficiency and progress of the student's knowledge;
- student performance in individual work procedures;
- cooperation with the school, cooperation of the student with the collaborators, with the clients;
- relation to work, collaborators and with oneself (orderly, systematic, accurate);
- issues related to the performance of the educational program.

When asking questions, moderation in requirements is important. One needs to ask more and listen and avoid direct opposition to the mentor's instruction, as well as inappropriate and untimely comment on his work. During the visit, it is not appropriate or adequate to criticize the mentor's work. Recommendations, tips and guidelines are allowed that will easily solve any problems and any difficulties encountered can be resolved.

The most efficient conversation between the school representative and the student's monitoring with the employer is based on some previous experience consisting of 80% of questions and 20% of answers for directions and recommendations.

During the practical training, the student runs a diary for practice.

Upon completion of the practical training, the mentor describes the achievements of the student, and the following forms can be used:

- Feedback form (Attachment 7);
- Report on the realized practice (Annex 8).

The diary is filled every day after the completed practical training and is signed at the side, ie the written confirmation is confirmed by the mentor with a signature at the designated place and is verified with a stamp. This is done every day during practical training.

The feedback form is kept and filled by the mentor, at the end of each quarter, or at the end of the feral practice.

A practice report is completed by the student at the end of each quarter, ie at the end of the feral practice. After completing practical training, the school sends a gratitude note to the company.

## 2.4. Grading of achievements

Grading/assessment of students' achievements is done through the monitoring and evaluation of knowledge and skills, continuously during the entire school year. Each student receives at least two grades during one semester. Valuation can be done with different procedures, forms and instruments:

- Observation (manipulative skills, behaviour towards others, performance activities, practical competence, working discipline and personal appearance of the student, maintenance of the workplace and hygiene, attitude towards the means of work),
- Oral checking (understanding new concepts and ideas, knowledge of content and processes, discussions, informal conversations),
- Monitoring the results of the practical activities and the efforts of the classes,
- analysis of practical works,
- keeping a record of achieving acquired knowledge and skills,
- analytical assessment instruments or other forms.

Assessment of pupils' achievements in the subject of practical instruction is usually mandatory in oral and practical form. The final grades of the semester and at the end of the school year are common to the oral and practical assessments.

In assessing practical work (cabinet teaching and practical training in employers' facilities), it is necessary to develop analytical assessment tools with pre-established criteria for evaluating the practical knowledge and skills of the student, such as the following:

- Checklist for monitoring and evaluating practical training with employers (Annex 9);
- Checklist for monitoring and evaluating the acquired knowledge and practical skills, during the practical training in a school workshop (Attachment 10).



All attachments can be downloaded directly from the project page to the following link:

<https://tozadragovic.wordpress.com/erasmus-plus-new-skills-fot-the-new-world/>






## 3. Employment skills

### 3.1. How to present yourself in front of your employer

**First call, first impression** - First contact and impression is very important. The interview starts from the first call, try to be calm, professional and use a very warm and secure tone of voice. In this phase preverbal communication will play a key role. Make sure to answer the call where you feel comfortable and in a place where none can interrupt you, and there's no noise. If it's not the case, ask kindly the interviewer to call you later.

**Clothes make the man** - How we present ourselves to an interview tells a lot about us. Try to wear appropriate clothes, classic style is always a win. Never wear something eccentric or sportswear. An evergreen is black trousers and white shirt.

**Study** - Of course you shouldn't know company bank shares, but at least you should go prepared, knowing a bit about company history, its vision and its main project. This info will allow you not only to make a good impression to the interviewer but all to interact more with him/her. Moreover, HR will perceive a candidate with some knowledge about the company, as a more motivated one.



**Look for info about your interviewer** - Social networks and digital tools give us the opportunity to get to know people, even before meeting them. In order to not go to the interview with anxiety and fear of the unknown, try to look for information about your interviewer. It's very important also to know his/her position in the company and to feel more at ease and confident.

**Google maps** - If you don't know exactly where the interview will be, check google maps. It will help you to know exactly where it is, how much to get there and which transport to take. Try to be always to be there at least 15 minutes in advance.

**Cordiality** - Try to be kind not only with HR, but with all the employees that you will meet in the elevator, corridor, stairs, waiting room. Their feedback could play also a crucial role in the selection of the candidates.

**First impression** - Accordingly to many surveys, the first 90 seconds are crucial in candidate evaluation and it's not important what the candidate says but how it is said and the way the candidate interacts with the interviewer. So, pay attention to body language, voice, visual contact and posture.

**Be prepared to talk about yourself** - We all know that a part of the interview will be dedicated to explore candidate's motivation and soft skills. There are no easy questions because very personal. So before going to an interview, think about that: why are you interested in that position? What's your added value? What are you particularly good at? What can you improve?

**Be professional** - Remember that an interview isn't a psychological session, neither a talk with a friend. So, never talk about topics that aren't related to work, like passions, political views, religion, sexual preference etc. If the interviewer asks you something about that, try not to be stiff, and in a very polite way, try always to talk about job related topics.

**BE POSITIVE** - It's true, it's a job interview, it's a delicate moment and you have a lot of expectations. Try to give your best and don't be sad if you don't receive the answer you wanted, because most of the times, this is not due to one's performance but to company internal and external factors that we can't control.







## How to write a good CV for hostelry sector

If you want to write a powerful CV to work in hostelry field (restaurants, bars, hotel etc.) you should highlight the most interesting features of your profile. You need then to spend all the time at your disposal to write a good CV.

First of all, try to identify all the most interesting information to put in your presentation, highlighting the position you would like to cover: your CV, hence, should be always personalized accordingly to every single job offer.

At the same time, try to identify all the characteristics of your profile that could make the difference and stand you out of the crowd in the selecting process. For this purpose, you could consider all your experiences abroad, specialized trainings, collaborations with important companies in this field: all these elements, hence, will surprise the reader. Once you have identified your strengths, put everything in a personal professional summary that will help to create interest in the reader: this short presentation should include a brief recap of your career, strengths and abilities.

At this stage, go on with the description of working experiences that are the most interesting; for each working experience, specify your employer's name, places, dates, position and tasks.

Once you have completed this part, you should focus on training and specify with diplomas you have; in this space you could also mention some training courses you have attended and other professional experiences that could be somehow related to the job you're applying for.

Pay attention also to linguistic competences, they are more and more important in our globalized world, especially in hostelry field where most of the clients could be international. Hence, specify all the foreign languages you speak and your level.

The end of your CV should include your IT knowledge, where you can mention which software and tools you can use.

If you want to personalize your CV, in the end, you could add another section specifically dedicated to professional competences: this space will be used to talk more about your theoretical knowledge, practical skills and other aspects.



## **DONT'S in your CV**

If you want to avoid a stupid mistake that will make you lose the opportunity to be selected, try to summarize your waiter CV in one or two pages. People working in HR, hence, have very little time to spend for every single candidate, and they usually don't take into consideration long CVs.

To make your CV more attractive and to make their Reading easier, try a nice layout that follows a logic scheme; hence if you will not be able to highlight key concepts in your CV, it's very difficult that you will be contacted for an interview. Pay attention to the language, try to avoid colloquial expressions but also avoid too technical words that are known just people working in this sector.

Your presentation in other words, should be professional but at the same logic, easy to read. Finally, try to be objective in presenting your skills, competences and abilities: it's important that the reader has no doubt about the truth of all the information in your CV.

## **DONT'S during a job interview**

To succeed an interview sometimes it's crucial to avoid some common mistakes. Here we'll analyze the most common ones and explain why it would be much better to avoid them. A very common mistake is checking mobile phone during a job interview. The recruiter will perceive it as a lack of interest. If you really need to keep in touch with someone, it would be much better to ask for permission, explaining why.

Another common mistake is to go to an interview with friends, parents, brothers, partners etc. The interviewer will perceive it as lack of independence and insecurity, two soft skills that are fundamental to every job. Regarding CVs or motivational letter, try not to be too generic. General motivational letter that aren't customized according to job offer, most of the times they aren't even taken in consideration. And it's the first element of rejection of an application.

Being able to talk about your past work experience plays a crucial role. Many people during interviews, even though they're very experienced they're not able to talk about it. It's very important to train to do that, in order to impress and show your skills to the recruiter. It's a very big mistake not to go prepared to talk about that and you could lose a very important job opportunity.

Last but not least in the list of DON'T, it's to have public privacy settings on your personal FB page, Instagram etc. Before meeting you, the interviewer will look info about you online, and I guess you don't want them to see photos where you look drunk with a vodka bottle in a disco wearing weird clothes, so be careful about public info and photos. Your digital image is very important, because it could impact a lot your future job life.

## 3.2.

### Know how's in the service (waiters)

How in the service? This is a question each caterer asks himself when he starts a new business or when something should be changed in the current business. The guiding principle is primarily the type of hospitality facility and the aim of work, that is, the work plan.

Organization of a business unit can be carried out in different ways and depending on available labour force, that is, on the number of employees.

The systems of business organization:

- Revire system is one-waiter system and it is applied in the low category hospitality facilities. In this system, one waiter performs all the duties, from preparatory work to serving customers and collecting bill payments for the service to final duties.
- Rayon system is a two-waiter work system. One of them is usually more experienced-a head-waiter, and the other is a junior waiter-a head waiter's assistant. This system offers a better quality service since all the duties are performed by two waiters.
- Ober system originated from the necessity of the work control and it is based on OBER-head waiter who greets and escorts customers to their tables, takes customers' orders and the other waiters serve food to guests and take drink orders. After the service is completed, the OBER waiter collects the payment and escorts the customers.
- Brigade system is based on the combination of the classic dining room positions which are all involved with the service, from the managers, headwaiters, waiters to the barmen, commis waiters and checkroom attendants. This system is mostly applicable in the high category restaurants and hotels.

The ways of serving customers are extremely important in the hospitality business since they are the main characteristic of each hospitality facility. The decision about the way a guest will be served is made by the service chef depending on the type of the food and occasions. There are different forms of table service: Viennese serving, service à l'anglaise, service à la française, American service and service à la russe, but they can be combined during a single meal. More about it is presented in the ten-day practical training description.



### 3.3.

## Know how's in the service (cooks)

Work organization in the production section is of great importance for the business success. Each section of the kitchen block has its own application in the food preparation, but this is not the only thing one should pay a particular attention to. Each segment of food movement and handling is precisely regulated by HACCP standard-system of food safety and food distribution.

Systems of work organization and the ways of food preparation are classified into two types:

- Viennese way
- French way

Viennese way of kitchen organization is based on fewer numbers of participants in food preparation. This way is characteristic for smaller catering facilities. A Chef, cooks and cook assistants take part in the production process. Work division is minimal and it can be said that "everyone does everything".

The situation with French organization system is quite different and it is applicable in higher category restaurants with a wider scope of work. What characterizes these kitchens is work division-manufacturing. There are kitchen chef, cold and hot meal cook, sauce preparation cook, pastry cook, baker, butcher, cook assistants, cooks in food preparation, assistant workers, warehouse clerk and others.

Food serving in the production section of the catering facility depends on the way of servicing in the facility itself, as well as on "a la carte" or „table d'Hote" work system in a restaurant.

Food can be served individually, for each guest separately, on a plate, which is typical for „a la carte"and "table d'Hote,, (boarding house) business and Viennese service, while the dishes can be served on ovals or other dishes for more persons, which has its application in the service à l'anglaise, Viennese and à la russe, but it can be applied in both types of business operation.

### 3.4.

## Full description of a Training programme for waiters (10 days)

During the preparations for a ten-day training, a particular attention should be paid to all the training segments each candidate needs to pass. That's why the candidates are divided into groups in order to perform daily activities. Each candidate has to acquire a complete knowledge of all segments of a waiter job in order to perform them in the best catering way:

- First day – personal and work hygiene
- Second day – preparation work in the office
- Third day – preparation work in the banquet hall
- Fourth day – guest reception and accommodation
- Fifth day – taking order
- Sixth day – serving in a la carte restaurant
- Seventh day – serving in a la carte restaurant
- Eighth day – serving according to a fixed menu
- Ninth day- serving according to a fixed menu
- Tenth day – collecting payment, seeing the guest off and final works

The first three days are dedicated to candidate's personal and work hygiene, then to the preparation work in the office and in the banquet hall. Each candidate, as a catering worker, gets to know not only from his personal experience of maintaining hygiene, but also through catering standards which require everyday shaving for men, non-striking make up for women, and modest jewelry. An emphasis is on maintaining body hygiene in the form of taking a shower, as well as on hands and feet hygiene, since we are in a close contact with guests who easily notice such oversights which will be reflected on the business and impression the guest might get of us and the catering facility we are working in. A caterer uniform, besides being clean, requires fine ironing and adequate size in order not to be disharmonious. Work hygiene is necessary in each segment of the catering business and particularly because of the food. Maintaining of work surfaces, inventory and work premises is an inseparable part of a waiter's work duties. Wiping and polishing of all segments are done in the beginning, during and at the end of working hours.

### Preparation work in the office

Typical restaurant working hours are from 10 am to 11 pm. That's why a restaurant staff works in two shifts. It is necessary to come to work half an hour earlier in order to do preparation work. Preparation work in the office includes:

**Wiping and polishing** – Inventory wiping and polishing is one of the most important preparation activities in the catering business. A guest impression of the facility hygiene depends on the quality of this work. While wiping the inventory after it has been washed up, it is necessary to have clean and dry dish towel. After wiping, the inventory must be polished with new dish polishing towels. Each inventory needs to be wiped and polished separately in order to make it impeccably clean and ready to use. After that, the inventory is put in appropriate storage places such as shelves or drawers adapted to inventory disposal, which has to be safe and sanitary correct.

**Preparation of work inventory** – All the inventory which has been wiped and polished, and in which we added salt, pepper, oil, vinegar, etc., needs to be set aside in a significant number for the preparation work in the hall. We use the entire inventory disposed in the office. This inventory includes: linen, glass, table inventory, accessory inventory, metal dishes, porcelain and eating utensils. Inventory inspection before taking it into restaurant is very important. We have to put

aside the inventory that doesn't satisfy hygienic standards, as well as worn-out and damaged inventory.



## Preparation work in the restaurant

### Waiters should perform following preparation work in the restaurant:

#### Table centering and leveling

Table centering and leveling should be done before laying the tables. That way we avoid unpleasant situation with the guests in the case of uneven tables, or shaking and unstable tables, as well as worn-out ones that should be replaced by new tables. Table centering is very important for a tidy restaurant appearance.

#### Tablecloth setting

Restaurant tablecloths are of white colour, particular quality and size in the proportion to the tables.

They should be 60 cm longer and wider than the table in order to reach the chair seats. Tablecloths should be carefully set in order not to crease and a waiter should take care and put them right on the middle of the table. Under tablecloths are set first since they lessen inventory blows laid on the table, then tablecloths and finally table overlays that should cover the whole of the table top.

#### Setting of small table inventory

There are four to six places at each restaurant table. Couvert is not set on the place which has the most unfavourable position regarding the central part of the restaurant, but the ashtray, with two or three wine glasses on the right and the same number of water glasses on the left. In front of the ashtray, little vases with fresh flowers are placed. In front of the flowers and toward the middle of the table, salt and pepper shakers are placed.

#### Couvert setting

Restaurant couvert includes cloth napkins, forks and knives.

2-3 couverts are set on smaller tables, 3-5 on bigger ones.

Napkins are usually put on the best positioned places, that is, on the places with the best view to the restaurant and from which the waiter is easily seen.

Napkins are put horizontally or diagonally, with one fold upward or inward. Napkins should pass through waiter's hands as little as possible.


If the napkins have the restaurant sign on them, it should be visible from the left side.

#### Serving table preparation and setting

Forks are placed to the left of the napkin and knives to the right with an inter-distance of a large plate size (23 cm) which should be placed in-between when we serve a guest. The cutlery should be placed on 2 cm distance from the table edge in order not to be hooked and overturned. Couvert setting in a restaurant with the Menu agreed in advance, as it is the case in the Banquet business, is significantly different from La Carte business described earlier in this text. The difference is that with the fixed Menu we know exactly which food is going to be served and, therefore, table setting

looks quite different. If the meal starts with a cold dish, we put the dinner plate and the napkin on the table, but if it starts with a hot dish, we don't put the plate, but we bring it from the hot table immediately before serving hot dish. Cutlery number mustn't outnumber the table setting for three dishes because of the aesthetics and places at the table. Dessert cutlery is placed above the plate and the glasses at the distance from the knife tops by the following order: water glass, white wine glass, red wine glass and sparkling wine glass. Each restaurant area should have one serving table. A serving table is used for necessary inventory during the working process and as a station for bringing food and drinks.





If a serving table has drawers, four legers and big cutlery should be put in the right drawer and dessert cutlery, teaspoons, fish cutlery and other special cutlery should be in the left drawer.

Upper top of the serving table should be covered by linen napkin and dinner and dessert plates, salt shaker, karafindls, tooth sticks and sauce bottles should be laid there.

If the serving table doesn't have drawers, then the whole cutlery is placed on the restaurant table, which acts as a serving table. At least two bills of fare and two wine lists should be put on each table. There should be a certain number of table cloths and napkins in the serving table.


When a guest comes into the restaurant or any other room meant for guests, present restaurant staff must welcome and greet him/her in a standing up position. The only person who greets the guest aloud is the person who receives him/her in the restaurant. It can be a head waiter or a waiter who first approaches the guest and offers him/her a table, while in small restaurants the boss does that. While greeting the guest, the staff mustn't mention the guest's name or the title, but addresses the guest with courtesy:

- Sir,
- Madam,
- Miss,

depending on who the guest is-a man, woman, girl or a domestic or foreign guest.

When a guest comes into a catering facility with a cloak on, he should be helped with taking it off, and then the cloak should be put in an appropriate place. If the guest doesn't want any help, you should not insist on it. If the guest has an umbrella, it should also be taken and put aside or the guest should be shown where to put it. When a guest comes into the banquet hall full of customers, the head waiter's duty is to offer his services in order to find a spare place. If there is no place, the guest should be asked to wait for a while in the lounge or some other place until a table becomes available. A skillful waiter takes part in choosing a place for the guest acting tactfully in order not to make the guest believe that something is forced on him. If a bigger group of guests wants to sit at one table, a waiter should always be ready to satisfy their demands. Guests are pleasantly surprised when a waiter recognizes them, or when he remembers and anticipates their habits considering the choice of a table to sit at, or the drinks and food they are going to order. Catering staff must always bear in mind that the most important impression a guest may have is actually the one he got during the first visit to the restaurant.

Arrogance, personal bad mood and worries should never be the reason for catering staff to be indecent. When somebody from the staff meets a guest in any place of the restaurant, the guest must have the right-of-way. If a guest asks for a way to get to the telephone, toilet, etc.; the waiter should ask the guest to follow him and then take him discretely to the place he wants to go to, walking in front of him. It is quite rude in such situations to give directions aloud, pointing to the place the guest should go by a hand or forefinger. Besides knowing the business and speaking foreign languages, a waiter must be a good psychologist. The best experience is gained by everyday observations of whatever is going on in the restaurant and by serving guests of different customs, opinions and habits. The way you welcome a guest is very important. You should greet him politely and help him put aside the clothes and choose the table.



Then you should escort him to the table and help him sit down. When he sits down, a waiter approaches him bringing the bill of fare and the wine list. If the guest has already been in the aperitif-bar, the drink list doesn't need to be brought, only the wine list.

### **Carte - The menu is handed to the guest**

It is handed directly into the hand and, if the guest is busy, it should be put on the table on the right side beside the cutlery, so that the guest should take it himself. If there are more guests sitting at the table (which is most often the case), a waiter must bring more menus. It is most correct to bring as many menus as there are guests at the table. At least one menu must be brought for two guests. While deciding who to give the menu to first, it is necessary to pay attention to the gender, age and social position of the guests. In this case ladies also have the priority.

Attention should also be paid to the following order of serving: ladies first, older ladies before younger ones, older gentlemen before younger ones, children before grown-ups, etc.

The Menu should be translated into foreign languages (at least one).

A waiter must have a good knowledge of the way all the dishes in the menu were prepared because only that way he will be able to provide any explanation a guest may ask for considering the food preparation and the way the dishes are served. Supply instruments a waiter must know are the following: the menu, drink list, wine list, etc.

Having handed the menu and the wine list to the guest, a waiter should ask the guest to choose an aperitif first. The waiter writes down the order in the book of orders. The guest should be allowed to choose the dish himself according to his own taste and the waiter should help him only if he asks for it. The waiter should be honoured if the guest asks him to recommend food or a drink.

The number of the table should be written first in the book of orders. It means that each table in the restaurant should have its own number. The book of orders should also contain the time when the order was taken, the date and the waiter's signature.

The order for the kitchen or other production departments should be written legibly.


The dishes should be written in the same order the kitchen is going to deliver them to the waiter in order to be served to the guest.

Having ordered the dishes for the guests, the waiter brings the wine list to the guests to choose what they will drink while dining.

Having taken the orders from the guests, the catering staff serves the guests. Choosing the style of service is very important as well as the application of it. Styles of food serving depend on:

- Composition
- Way of preparation
- Food appearance





Therefore, keeping to the dish order in the menu, a waiter should get to know the composition, way of preparation and food appearance in order to know how to serve the dishes.

Service styles:

- Viennese style
- French style
- English style
- Russian style
- American style

Application of service style in a la carte service is all-inclusive and one style, or a combination of service styles, can be used during a single meal. Candidates must practice all service styles and apply them in the work process. The most common service style in modern catering industry is Viennese style with the dishes served directly on the plates, which shows the arrangement skills of the kitchen. Modern catering industry displays a dish on a dinner plate in order to emphasize all the aspects of food preparation. A waiter carries a smaller number of plates in his left hand, not more than three plates, and serves the guests on the right side. If there are more guests, he does it in collaboration with one or more colleagues. Contrary to Viennese style, French style is characterized by food serving in oval plates. A waiter can place an oval in the middle of the table or, holding the oval plate in the left hand, he can offer the guest to take food himself approaching him from the left side or, as the third possibility, he can serve the guest himself approaching him from the left side and holding the oval in the left hand. He serves the guest using *forleger*. In the English service style, the waiter uses serving and plate trolleys on which he serves again the dish from the oval on the plate and then he serves the guest on the right side placing the plate in front of the guest. Russian style is characterized by the richness of the dining table, since all the dishes are placed on the table in certain order, while only soups and broths are taken away from the table after they have been consumed. American style is similar to the Viennese, but it differs from it in salad serving, which is served on the same plate along with the main course.

In the catering business, besides a la carte way of work, there are meals agreed in advance for various occasions (formal, business, and so on). Contrary to a la carte business, with meals agreed in advance we know the content, that is, the menu, which makes it easier for us to prepare such a meal. The waiters lay the table in the banquet hall and, according to the agreed menu and at appointed time after the guest have arrived, they start serving the guests. The guests are received and accommodated, but without taking orders as it is the case in the classical a la carte business. In these occasions the guests choose among in advance fixed selections of drinks and the waiters serve the food according to the agreed menu. The guests do not choose the dishes since they have already been agreed with the organizer. French service style is most common-a guest is offered to take the food from the oval plate himself, while the waiter holds the oval in the left hand on the left side of the guest, but all the other ways of service can be applied as it is the case with a la carte business. In most cases it is the Viennese style since it shows the skills cooks. The waiters are divided in restaurant areas numbering 6-8 guests; one group serves the food, the other drinks. While serving the second course, they exchange duties in order to gain experience in both food and drink service.

Having finished the meal, the guest asks for the bill to pay for the service. The waiter must offer the guest different ways of payment before bringing the bill. After the guest has chosen the way of payment, the waiter brings the bill which must be written in a legible and clear way, showing precisely only the services the guest used. An accurate returning of the change marks the end of the service and after that the waiter must wait for the guest to leave. It is necessary to help the guest move the chair and the waiter must see him off cordially. It is also necessary to help the guest with the coat or umbrella, in case he has them. Final works consist of clearing the tables and taking away both used and unused inventory from the table and putting it in the appropriate place. If it is not the end of the shift, it is necessary to do all the preparation work in the office and in the banquet hall to get ready for new guest arrival.

### 3.5. Full description of a Training programme for cooks (10 days)

During the ten-day training programme for cooks each candidate should pass all the segments of cooking basics through theoretical and practical work in the production section. Candidates are divided into groups of 7 and 10 learners for the purpose of easier and more effective ten-day training. Each candidate must get familiar with all the segments of both production section and cooking.

- First day – introducing the general importance of cooking to the learners.
- Second day – personal and work hygiene.
- Third day – handling of the production section inventory.
- Fourth day – production section premises.
- Fifth day – cooking terminology through practical work.
- Sixth day – treatment and usage of meat, fish, vegetables and spices.
- Seventh day – thermic treatment.
- Eighth day – food requisition and storage.
- Ninth day – food preparation and national cuisines.
- Tenth day – preparation of international dishes.

1. In order to introduce learners to the general importance of cooking, it is necessary to start with basic terms such as the fact that cooking represents a skill of preparing various meals from the food of animal and plant origin which is found in nature. Cooking is a term that doesn't differ from gastronomy. It is associated with the kitchen, here and in the world as well. Cooking is divided into:

- 1.1. Home cooking
- 1.2. Catering cooking
- 1.3. Industrial food production

1.1. Home cooking means food cooked in homes – recipes and cooking tricks are passed from generation to generation; it includes meals from a particular geographic region.

1.2. Catering cooking means food prepared in the catering facilities – food production for the commercial purposes in order to satisfy the guest needs and to make profit. Catering cooking is divided into four work fields such as: cooking of salty tasting foods, confectionary – preparation of sweet tasting foods, bakery which refers to making bread and baked goods for both catering industry needs and citizens needs and butchery which refers to meat and fish treatment for both catering industry needs and citizen needs.

1.3. Industrial food production means a mass factory production of foods such as conserved food in tubes, little bags, jars, etc.

2. Personal and work hygiene means that a cook must always wear clean and ironed uniform which consists of clogs, socks, pants, blouses, caps, scarves, aprons. A cook must take care of personal hygiene, that is, he must always be clean, have neat nails, without a beard, and if he has a beard, he must wear a net in order not to contaminate food. A cook must take care of the working space, that is, everything must be clean and disinfected starting with the working surface machines and the walls which must be covered with tiles or other materials that are easy to wash and disinfect. Learners should be informed about personal hygiene in the working space.

3. Introducing inventory to the learners and in the first place, safe handling of it through practical training. Inventory of the production section is divided into small and big items. Small inventory consists of various types of knives such as: bone knife, butcher's knife, hand saw, small tools for vegetable peeling, knife sharpeners, ladles, kitchen spoons, etc. Big inventory consists of the range, stove, steam boiler, convection stove, salamander, deep fryer, grill, neat cutter and other big machines necessary in the production section for the cooking process.

4. Kitchen premises are those departments which make a complete production section for cooking activities: main kitchen which consists of hot and cold kitchen, hot confectionary, cold confectionary; section for food preparation, the so-called preparation office for preparation of various foods of animal and plant origin; kitchen warehouses, main and daily warehouse; kitchen premises such as offices, alleys, and the chef's office. Washing department for white and black dishes. Learners are taken to visit the kitchen premises.

5. Cooking terminology is an important factor which makes communication much easier since a single professional term can change the whole sentence; for example the word battery, which includes all the dishes used on electric range; to balance the table means scalding a bunch of fine vegetables-parsley, thyme, carrots, garlic, etc.; decant the table means to strain some liquid form the sediment. There are other words which make long conversation short in order to enable cooks to focus on the work itself, especially when thermic treatment is in question. Learners practice terminology through practical training.




6. Meat, fish, vegetables and spices are foods of plant and animal origin and we use them to make various tasty meals. In the broader sense of the word, meat means all edible animal flesh, processed carcasses with muscles and connective tissue, bones and internal edible organs. Meat chemical structure consists of water, proteins, fats, mineral matter. It is almost impossible to cook, roast or prepare delicious meals in any other way without meat since it is a main ingredient in a large number of cases. When we are talking about main courses, following kinds of meat are used: beef, young beef, veal, pork, sheep meat, lamb, mutton, chicken, and poultry. Fish is of great importance in our eating habits because of high protein content. Besides proteins, fish meat contains water, fats, and mineral matter. The smell and taste of fish meat depends on the environment in which the fish live. Fish meat is mainly of white colour since it doesn't contain myoglobin, but a small number of fish has almost pink meat: salmon, trout, etc. Based on the environment they live in, fish can be divided into freshwater fish, sea fish and migratory fish. Sea fish are divided into blue fish, migratory fish, white fish that live on the sea bottom and coastal fish. In order to estimate the quality of the fish meat, we should pay attention to how fresh the fish colour is, how bright and transparent and clear the eyes are and whether they fit in eye sockets, since the eyes are important in deciding how fresh the fish is. In addition, the scales must be structured in rows from the tail to the head. If the scales are dry and loose with edges folded inward, the fish is not edible. A strong and unpleasant smell is also a sign that the fish is not edible.

Vegetables include cultivated plants which are grown in gardens and on farmlands, and also other edible plants that we can find in nature. Vegetables are very important for human nourishment because they are a source of mineral matter, vitamins, carbohydrates, cellulose, etc. They have a variety of beautiful colours which make each plate a masterpiece and culinary art one of the greatest of all. Vegetables are divided into roots, leaves, fruits, head-shaped vegetables, bulbs, flowers and legumes.

Spices are substances which have a particular smell and taste. They are added to meals and sweets in order to improve the taste and make them flavourful. They are mainly of plant origin. Salt, saltpeter and other spices make an exception since they are of mineral origin. Aromatic spices are: sweets basil, vanilla, ginger,

estragon, clove, caraway, juniper berry, etc. Salt is the only salty spice which is essential for human body and 8-10 grams of salt are recommended to be consumed everyday. Sour spices are lemon and vinegar. Practical training enables students to estimate the freshness of animal origin foods.





**7.** Thermic food treatments includes: blanching, cooking, roasting, poaching, steaming, stewing, steer-frying, etc. Thermic treatment is very important in cooking. Without it the term cooking would not exist. It is believed that since the discovery of fire even primitive people realized that thermically treated meat is much tastier than raw meat. Through practical training we introduce thermic food treatment to students and make them understand how much time it takes to do it depending on the quality of food that should be thermically treated.

**8.** In order to complete the food preparation in the production section, food acquisition and storage is one of the preconditions. Food acquisition is performed on a month, week or even on a daily level, depending on the restaurant needs. The main question here is if the restaurants always use fresh foods for meal preparation, or if they use hydrated foods which may last longer and can be ordered once a month. There is a main requisition book which is daily updated with the foods that should be bought and the chef is in charge of that. Then, there is food requisition from the main warehouse to the daily warehouse to satisfy the daily needs for one production section. Large productions have a warehouse clerk who receives requisitions and delivers the goods from the main to the daily warehouse. He is in contact with main suppliers considering the requisitions for the main warehouse. Each employee in the kitchen takes care of appropriate food storage; foods are arranged according to the type and purpose. Particular attention is paid to correct food storage on temperatures set by regulations. Fresh foods are kept on + 8 - 14 °C, cold storage is on + 4 °C and deep freezing is on - 18 °C. Regular storage according to the date of food receipt and expiration date enables a complete food usage and profitability of the catering facility.

**9.** National cuisines are different from the international one since the meals are prepared from the foods that have our geographic origins and which we grow here or find them in nature. Through practical training we make meals by selecting foods from our regions and that way the students get to know them. Preparing national dishes is an important characteristic for a nation and it can be noticed in its culture and eating habits. Food variety motivates people to find out more about culture of some nations thanks to their cuisine.

**10.** International cuisine is different from the national cuisine since we need foods from different parts of the world depending on which dish we have chosen to make. That is the reason why international dishes are often more expensive than the national ones. Through practical training we introduce foods of other countries to the students and we use them to make the dishes we have chosen. By combining foods from different parts of the world we make interesting dishes which make the reputation of a cook and which are later transferred to the guest culture. Creativity and the skill to make a new dish is something which is sought after nowadays (so there is a deficiency of skillful cooks). This is one of the reasons why cooking business is developing on international level with a possibility of providing foods from the whole world. There is all-round education and a variety of food combinations.

## List with contacts of potential employers and employment services

### Spain:

Infojobs - <https://www.infojobs.net/>  
Infoempleo - <https://www.infoempleo.com/>  
Monster - <https://monster.es/>  
Jobfie - <https://portalesdeempleo.es/jobfie/>  
Trabajamos.net - <http://trabajamos.net/>  
Ticjob - <http://ticjob.es/>  
Indeed - <https://www.indeed.es/>  
Trabajando - <https://www.trabajando.es/>  
Job and talent - <https://www.jobandtalent.com/es>  
Quiero empleo - <http://www.quieroempleo.com>  
SimplyHired - <https://www.simplyhired.es/>

### Serbia:

Infostud - <https://poslovi.infostud.com/>  
Lakodoposla - <http://www.lakodoposla.com/>  
Jooble - <https://rs.jooble.org/posao> A  
Klikdoposla - <https://www.klikdoposla.com/oglasia-za-posao/>  
Razvojkarijere - <http://www.razvojkarijere.bg.ac.rs/posao>  
National labour market - <http://www.nsz.gov.rs/live/trazite-posao/svi-poslovi>  
Government of the Republic of Serbia -  
[http://www.suk.gov.rs/sr/zaposljavanje/oglaseni\\_javni\\_konkursi.dot](http://www.suk.gov.rs/sr/zaposljavanje/oglaseni_javni_konkursi.dot)

### Macedonia:

Vrabortise - <https://vraboti.se/>  
Agency for Employment of R. Macedonia - <http://www.avrm.gov.mk/>  
Vrabortuvanje - <https://www.vrabortuvanje.com.mk/>  
Kariera - <https://kariera.mk/vrabortuvanje>  
Oglasi za rabota - <https://www.oglasizarabota.mk/>  
Najdirabota - <http://www.najdirabota.com.mk/>



