

# Conference & Banqueting

## Supervise and Run a Function



Learner Guide

**Supervise A Function****Learner Information**

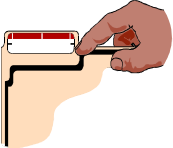
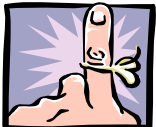



<b>Details</b>	<b>Please Complete details</b>
Name of learner	
Name of manager	
Work Unit	
Facilitator	
Date started	
Date of completion	
Date of Assessment	

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## KEYS TO ICONS

The following icons are used throughout the study guide to indicate specific functions:

	<p><b>FOLDER ENCLOSURES</b></p> <p>This includes all examples, handouts, checklists, etc.</p>
	<p><b>DON'T FORGET/NOTE</b></p> <p>This icon indicates information of particular importance.</p>
	<p><b>EXERCISES</b></p> <p>Practical activities to do , either individual or in syndicate groups during the training process</p>
	<p><b>BOOKS</b></p> <p>Additional resource information for further reading and reference.</p>
	<p><b>SELF-ASSESSMENT QUESTIONS.</b></p> <p>Self evaluation for learners to assessment understanding of the learning material</p>

## Supervise a Function

### Introduction

<b>Specific Outcomes</b>	Specific outcomes describe what the learner has to be able to do successfully at the end of this learning experience.
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<b>Assessment Criteria</b>	<p>The only way to establish whether a learner is competent and has accomplished the specific outcomes is through the assessment process. Assessment involves collecting and interpreting evidence about the learners' ability to perform a task.</p> <p>This module may include assessments in the form of self-test, group exercises, quizzes, projects and a practical training programme whereby you are required to perform tasks on the job and collect as portfolio of evidence, proof signed by your supervisor that you have successfully performed these tasks</p>
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<b>To qualify</b>	To qualify and receive credits towards your qualification a registered Assessor will conduct an evaluation and assessment of your portfolio of evidence and competency.
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<b>Range of Learning</b>	This describes the situation and circumstance in which competence must be demonstrated and the parameters in which the learner operates.
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<b>Responsibility</b>	<p>The responsibility of learning rest with you, so . . .</p> <ul style="list-style-type: none"> <li>• Be proactive and ask questions.</li> <li>• Seek assistance and help from your coach, if required.</li> </ul>
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## Specific Outcomes and Range of Learning

<p><b>Demonstrated KNOWLEDGE and UNDERSTANDING:</b></p>	<ol style="list-style-type: none"> <li>1. Explain the importance of communication with staff and customers (e.g. conference organiser) when running a function.</li> <li>2. Describe ways of minimising disruptions/potential problems that might occur.</li> <li>3. Describe procedures that should be followed when faults occur with equipment or facilities.</li> <li>4. Describe operational procedures for closing a function.</li> </ol>
<p><b>Demonstrated ability to make DECISIONS about practice and to ACT accordingly:</b></p>	<ol style="list-style-type: none"> <li>5. Place equipment, materials and staff necessary for the function on site in good time.</li> <li>6. Inspect the function venue to ensure preparations are satisfactory and complete.</li> <li>7. Carry out inspections at appropriate staff levels to ensure that the function is running to schedule.</li> <li>8. Liase with relevant persons throughout the function to ensure that arrangements satisfy customer's requirements.</li> <li>9. Recommend ways to improve customer satisfaction at functions.</li> <li>10. Inform staff of their closing down duties and stress the importance of checking equipment and facilities for faults or damage at the end of a function.</li> <li>11. Check that all resources are accounted for and returned to their appropriate locations.</li> <li>12. Keep accurate and up to date records and explain the importance of doing this.</li> <li>13. Describe decisions made and reasons for action taken in response to unexpected situations and problems. (<b>Range of unexpected situations and problems:</b> power failures, guest complaints, staffing problems, equipment problems)</li> <li>14. Prioritise, delegate and organise work efficiently.</li> </ol>
<p><b>Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE:</b></p>	<ol style="list-style-type: none"> <li>15 Describe how performance would be adapted for a function in another venue, (e.g., conference, venue, on a pleasure cruise ship, casino).</li> </ol>

## Purpose of Module

<b>Overall Outcome</b>	On completion of this unit, the learner will know the principles of receiving food deliveries and safe storage of such deliveries. The learner will be able to identify potential food hygiene hazards and react in the appropriate way to remedy such situations.
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## 1. Planning a Function

<b>Specific Outcomes</b>	<ul style="list-style-type: none"> <li>• Prioritise, delegate and organise work efficiently.</li> <li>• Explain the importance of communication with staff and customers (e.g. conference organiser) when running a function.</li> <li>• Liase with relevant persons throughout the function to ensure that arrangements satisfy customer's requirements.</li> <li>• Carry out inspections at appropriate staff levels to ensure that the function is running to schedule.</li> <li>• Inspect the function venue to ensure preparation is satisfactory and complete.</li> </ul>
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### 1.1. Prioritising, Delegating and Organising

<b>Guidelines</b>	<p>Functions and events are considered to be mini-projects, and are often mismanaged which can be costly in terms of time management and credibility. It is therefore important to prioritise, delegate and organise a function in writing and regularly check process of events to ensure that it runs smoothly.</p>
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No	
1.	Plan the function well, and ensure that the plan is in writing.
2.	Have back-up equipment or technicians on standby in case they are required.
3.	Make sure that the service staff are well trained, and update their skills constantly.
4.	Brief staff well so that they know exactly what is expected of them, and gives them regular positive and corrective feedback when appropriate.
5.	Maintain open lines of communication with your service staff and encourage them to discuss their concerns with you in order to prevent problems.
6.	Maintain a good relationship with the food production staff, and keep them informed of what is happening.
7.	Work with the team and be observant so problems can be anticipated and prevented.





## Exercise

From the video list critical success factors and the areas where you can do things differently in your supervision and organisation of a function.


## 1.2. Communicating with Staff

<b>Important</b>	<p>The success of any function depends on teamwork between the service staff, the food production staff and the function organiser.</p> <p>The reputation of the function organiser often depends on how guests experience the function.</p> <p>Effective communication will ensure that any problems or delays will be handled and accommodated with minimum disruption to the function.</p>
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<b>Procedures</b>	<p>To ensure the smooth running of a function, it is imperative that communication is prioritised and specific. Follow the procedures below.</p>
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<b>Step</b>	<b>Action</b>
1	<p>Meet the service team and brief them on the following:</p> <ul style="list-style-type: none"> <li>• The client name;</li> <li>• The type of function</li> <li>• Function layout and numbers of people;</li> <li>• Style of service</li> <li>• Their service responsibilities during the function.</li> <li>• The schedule of proceedings for the function.</li> <li>• The different stages of service and the duration it should last.</li> </ul>
2.	<p>Maintain open lines of communication with staff and encourage them to discuss their concerns with you so that anticipated problems could be avoided.</p>
3.	<p>Allocate duties to each person and give them a deadline for completion of their allocated tasks.</p>
4.	<p>Confirm the time by which all preparation must have been completed.</p>

### 1.3. Communicating with Relevant People

<b>Importance</b>	Good communication between the function supervisor, function organiser, service staff and chef will ensure that any problems or delays are handled and accommodated with minimum disruption to the function. It is important that guests experience the function as being "seamless" - this means that there are no breaks in the chain of service and that it flows smoothly. This requires constant communication between function supervisor, function organiser, service staff and chef.
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<b>Guidelines</b>	Below find guidelines:
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<b>No</b>	
1.	Liase with the function organiser to ensure that he / she is satisfied with the preparations.
2.	Check the guest numbers and the schedule of proceedings for the function, and make a note of any changes.
3.	Ensure that any additional requests from the function organiser are fulfilled.
4.	Communicate any changes in the schedule of proceedings to the chef and any other people or departments that may be affected
5.	Meet with the service team and brief them on the following: <ul style="list-style-type: none"> <li>• Their service responsibilities during the function;</li> <li>• The schedule of proceedings for the function;</li> <li>• How long each stage of the service should take;</li> <li>• Any special arrangements or particular service procedures</li> </ul>
6.	Check the appearance and grooming of service staff.

## 1.4 Inspecting the Venue

<b>Procedures</b>	When the preparations are complete begin your inspection from the guests point of view. Follow the procedures below:
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<b>Step</b>	<b>Action</b>
1	Check that the lighting is appropriate.
2.	Ensure that the music is set at the correct level.
3.	Check that the tables and chairs are correctly positioned and laid.
4.	Ensure that the appropriate stationary has been set out.
5.	Ensure that the presentation equipment required for the function is in the position and that it is in a working condition.
6.	Ensure that the function organiser's requirements have been met.
7.	Ensure that the room is clean and looks and smells attractive.

## 1.5. Inspecting Staff Progress

<b>Procedures</b>	This is very much a critical step for the successful supervision of a function, which needs to be done to ensure client's requirements and specifications are met, as well as to ensure the progress and standards of staff performance so far.
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<b>Step</b>	<b>Action</b>
1	Throughout the preparation period, check staff performance of their duties to ensure that they are being performed to the required standard and that they are being completed within the stipulated time frame. Take corrective action if you identify any problems.
2.	All staff should be occupied. Those who have finished their tasks ahead of time should assist those who are still busy.
3.	Ensure that all staff has any necessary meal breaks before the function begins.
4.	If the function organiser / client is around while you are monitoring preparations, liase with him / her to ensure that all is in order.
5.	Liase with the chef from time to time to ensure that his / her preparations are also on time.

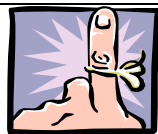
## 2. Preparing for the Function

<b>Specific Outcomes</b>	<ul style="list-style-type: none"> <li>• Place equipment, materials and staff necessary for the function on site in good time.</li> <li>• Keep accurate and up-to-date records and explain the importance of doing this</li> <li>• Recommend ways to improve customer satisfaction at functions</li> <li>• Describe decisions made and reasons for action taken in response to unexpected situations and problems. (Range of unexpected situations and problems: power failures, guest complaints, staffing problems, equipment problems)</li> <li>• Describe ways of minimising disruptions / potential problems that might occur.</li> <li>• Describe procedures that should be followed when faults occur with equipment or facilities.</li> </ul>
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### 2.1. Organisational Requirements

<b>Procedure</b>	When planning a function it is important to have your plan in writing and maintain a work schedule that will assist in liaising with the relevant staff and organising the function smoothly to achieve customer satisfaction.
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<b>Step</b>	<b>Action</b>
1	Confirm exactly what the customers needs and expectations are.
2.	Plan the function accordingly and ensure that your plan is in writing
3.	Source by completing a function sheet which lists all your requirements and resources.
4.	Hold frequent progress meetings and liaisons.
5.	Liase with the kitchen staff to ensure that he/she is satisfied with the preparations.
6.	Check the number of guests attending the function.
7.	Check the proceedings of the function and make adjustments to the agenda if any.
8.	Ensure that the preparations are according to the customers' requirements.



**Note**

Always ensure that back up equipment and techniques are on standby in the event of an unexpected problem.

## 2.2 Maintaining Accurate Records

<b>Importance</b>	Critical records to keep on hand are The Customer Requirements? Specification Document, Work Schedule, Supplier Invoices/ Receipts and Agreement Terms and Customer Proof of Payment.
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<b>Reasons</b>	Reasons for keeping such records are for control purposes as well as for to solve any queries on Staff issues.
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## 2.3 Dealing with Challenges

<b>Challenges</b>	Below find typical challenges and the appropriate action to resolve the action. Remember to be rational and remain calm when dealing with a crisis.
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<b>Situation</b>	<b>Action</b>
<b>Time Delays</b>	Establish what the delay is and assist with service if it is due to business pressure.
<b>Dish unavailable</b>	Apologise to guests and offer an alternative. Enquire if they would like to see the menu again.

## 2.4 Unexpected situations

<b>Unexpected situations</b>	Below find typical unexpected situations and the appropriate action to resolve the action.
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<b>Situation</b>	<b>Appropriate Action</b>
<b>Power Failure</b>	Open the curtains and light some candles immediately. Ensure that there is sufficient lighting at the service areas
<b>Equipment Problems</b>	Obtain replacement equipment immediately. If necessary hire the necessary equipment.
<b>Staffing Problems</b>	If a staff member's uniform becomes soiled, bring this to his/her attention. Ensure that the staff cleans his/her uniform before returning to work. Inform your manager of the problem. Borrow additional staff from another department or function that is running smoothly. Borrow trainees to assist.

## 2.5 Minimising Disruptions/Potential problems

<b>Procedures</b>	Disruptions and potential problems can be easily averted by implementing the preventative strategies below:
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<b>Step</b>	<b>Action</b>
1	Plan and organise the function to prevent problems. Ensure that all the details are written down to avoid misunderstandings.
2.	Allocate duties to the relevant staff in advance. Check that all rostered staff is on duty. If anyone is absent, make arrangements for a replacement
3.	Ensure that all equipment and materials required to set up the function are available.
4.	Monitor Preparation. Throughout the preparation period, check staff performance of their duties to ensure that they are being performed to the required standard (see Unit 1FS8) and that they are being completed within the stipulated time frame. Take

	corrective action if you identify any problems.
5.	<b>Inspect Preparations</b> The function room should be completely prepared no less than 30 minutes before the function is due to start. In some instances, the function organisers will request that it be ready even earlier than this to enable them to complete their own preparations.
6.	<b>Monitor Function Proceedings</b> Throughout the function, monitor proceedings to ensure that the function is running according to schedule, that guests are satisfied and that staff is performing as required.
7.	<b>Liase with the Relevant People</b> Communicate with all the staff that are involved in the function and ascertain that everything is on schedule and identify any problems or concerns that the staff may regarding the function.



## Exercise

Review this section and as a group compile a Function Sheet and a Work Schedule.




### 3. Close of Function

<b>Specific Outcomes</b>	<ul style="list-style-type: none"> <li>Describe operational procedures for closing a function</li> <li>Inform staff of their closing down duties and stress the importance of checking equipment and facilities for faults or damage at the end of a function.</li> </ul>
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#### 3.1. Agenda for Closing a Function

<b>Procedures</b>	Ensure that all staff knows what they are required to do to close down the function. These tasks include
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<b>Step</b>	<b>Action</b>
1.	Disposing of waste in the proper manner.
2.	Preparing linen for laundering
3.	Cleaning and storing furniture, presentation equipment and table items.
4.	It is also important that staff knows and understand the required performance standards relating to each task.
5.	The workload must be fairly distributed to ensure that the closing down procedures can be completed as quickly as possible.

#### 3.2 Allocating Staff Duties

<b>Procedure</b>	Ensure that all staff knows what they are required to do to close down the function.
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<b>Step</b>	<b>Action</b>
1.	Disposing waste in the appropriate manner.
2.	Preparing linen for laundering
3.	Cleaning and storing furniture, presentation equipment and table items
4.	Ensure that staff know and understand the required performance standards to each task.
5.	Ensure that the workload is fairly distributed to ensure that the closing down procedures can be completed.

### 3.3 Checking Equipment and Facilities

<b>Procedures</b>	The following equipment must be inspected for damage or faults:
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<b>Step</b>	<b>Action</b>
1.	Heating, Ventilation and Air conditioning
2.	Check that the equipment have not been damaged in any way.
3.	Lighting
4.	Ensure that the lighting and fittings have not been damaged.
5.	Music Systems
6.	Ensure that the music systems are intact. If this was hired, return to the supplier immediately.
7.	Table Linen
8.	Return linen that was hired or borrowed immediately. Ensure that all linen is accounted for. .
9.	Glassware, Crockery and Cutlery
10.	Staff must check these items during the cleaning and washing up procedures. A stock take must be carried out before these items are stored. Damaged items must be replaced before storage.
11.	Stationery
12.	Staff should separate damaged stationery and discard it. Unused stationery must be returned to the storage area.
13.	Decorative Items
14.	If these items will not be used again, discard them, if it can be used again send these items to storage.

### 3.4 Accounting for Resources

<p><b>Accounting of Equipment</b></p>	<p>Check Equipment, Facilities and Materials and inspect all of the following equipment for loss, damage or faults and return to appropriate locations:</p> <ul style="list-style-type: none"> <li>• <b>Heating / Ventilation / Air conditioning:</b> You should make a point of checking this yourself.</li> <li>• <b>Lighting:</b> Make a point of checking this yourself.</li> <li>• <b>Music systems:</b> You should make a point of checking this yourself. If this is hired equipment, have it returned to the supplier immediately, or lock it in a secure storage area until it is collected.</li> <li>• <b>Table linen:</b> Staff must check this while they are clearing and preparing the linen for laundering. Every item of linen that was received from the Linen Room must be accounted for and returned to Housekeeping.</li> <li>• <b>Glassware, crockery and cutlery:</b> Staff must check this during the clearing and washing up procedures. A stock count must be carried out to account for all glassware before it is stored. Damaged items must not be returned to storage with the rest, but must be set aside so that it can be accounted for and replacements ordered.</li> <li>• <b>Stationery:</b> Staff should separate damaged stationery and discard it. Unused stationery should be collected up and returned to the appropriate storage area.</li> <li>• <b>Decorative items:</b> if they are not to be used again they should be properly disposed of. If they are to be used again, they should be returned to the appropriate storage area.</li> </ul>
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### 3.4 Accounting for Resources, continued

<p><b>Accounting of Equipment</b></p>	<ul style="list-style-type: none"> <li>• <b>Chairs, desks or tables, lecterns, coat rails, notice boards, flip charts:</b> As these are being cleared, staff should check them. Any damaged items should not be stored with the rest, but should be set aside to be repaired. All other equipment should be returned to storage</li> <li>• <b>Tape recorders, overhead projectors, projector screens, televisions, and video recorders:</b> You should make a point of checking these yourself. If this is hired equipment, have it returned to the supplier immediately, or lock it in a secure storage area until it is collected.</li> </ul> <p>It is also important to check the general facilities so that maintenance and repairs can be carried out where necessary:</p> <ul style="list-style-type: none"> <li>• Walls, paint work and woodwork;</li> <li>• Light fittings and any decorative trim;</li> <li>• Carpets, floor tiles and wooden flooring;</li> <li>• Curtains, blinds, etc.;</li> <li>• Doors and windows.</li> </ul> <p>Any problems with the above must be reported to Maintenance. All bar stocks must be counted before being returned to the appropriate storage area</p>
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## Self Assessment 01

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<b>Instructions</b>	<ul style="list-style-type: none"><li>• In the following assessment you will be required to answer all questions.</li><li>• You are required to obtain 100% to pass.</li><li>• If you do not obtain the pass mark, revise all the learning material and redo the assessment.</li></ul>
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### Question 1

Why is communication important when organising a function?

### Question 2

List 5 items. Describe the procedure for accounting for them and returning them to their appropriate locations.

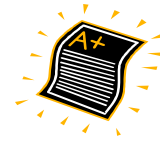
### Question 3

What are the unexpected problems and situations that can arise and how can they resolved?

### Question 4

Write down and discuss the correct procedure for closing a function.

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## Practical exercise

Practical Exercise	Task Type	Date Completed	Comments by Supervisor
Task No. 1	Work in the banqueting department and become familiar with all company procedures for running a function.		
Task No. 2	Research the different set ups and styles for functions and present this information as a group discussion.		
Task No. 3	Collect examples of documentation that have been completed for functions.		
Task No. 4	Suggest a new layout for a function sheet for easier reading and interpretation.		
Task No. 5	Suggest ways for improving the communication of company standards to staff members working in the banqueting department.		

**Signatures required on successful completion of this module**

<b>Comments &amp; Review by coach</b>	

<b>General comments from learner</b>	

I ..... have (Supervisor / Coach) hereby certified that I have examined the learners' workbook and that the learner has successfully completed this section of the practical training programme.

\_\_\_\_\_  
SIGNATURE SUPERVISOR

\_\_\_\_\_  
SIGNATURE LEARNER

DATE: \_\_\_\_\_

DATE: \_\_\_\_\_

\_\_\_\_\_