

# Participant Handbook

Sector  
**Tourism and Hospitality**

Sub-Sector  
**Restaurant**

Occupation  
**Customer Service**

Reference ID: **THC/Q2903, Version 1.0**  
**NSQF Level 4**



**Counter Sale Executive**





**Shri Narendra Modi**  
Prime Minister of India

“ Skilling is building a better India.  
If we have to move India towards  
development then Skill Development  
should be our mission. ”



## Certificate

### COMPLIANCE TO QUALIFICATION PACK – NATIONAL OCCUPATIONAL STANDARDS

is hereby issued by the

**TOURISM & HOSPITALITY SKILL COUNCIL**

for

**SKILLING CONTENT - PARTICIPANT HANDBOOK**

Complying to National Occupational Standards of  
Job Role/ Qualification Pack: 'Counter Sale Executive' OP No. 'THC/Q2903, NSQF Level 4'

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Tourism & Hospitality Skill Council

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The preparation of this manual would not have been possible without the support of the Tourism and Hospitality Industry. Industry feedback has been extremely encouraging from inception to conclusion, and it is with their inputs that we have tried to bridge the skill gaps existing today in the industry.

This participant manual is dedicated to all the aspiring youth who desire to achieve special skills which would be a lifelong asset for their future endeavors and help them make a bright career in the Tourism and Hospitality Sector.

## About this Book

Travel and tourism is the largest service industry globally in terms of gross revenue and foreign exchange earnings. The industry serves as the largest employment generator in the world, and a Counter Sale Service plays a vital role, representing the hospitality sector at its best by efficiently and courteously serving customers, and performing order taking and cashiering functions. The hospitality and tourism sector is the third-largest foreign exchange earner. It accounts for 6.2% of India's GDP. 8.8% of India's total employment is in this sector. The largest labour market segment that is the target audience for employment in this sector is composed of youth in the age group of 18–24 years. Typically, this target group has little patience and high aspiration, they are usually in a hurry to realise their aspirations. However, in a customer-centric sector, people skills are critical and can be gained only by experience of working and interacting with multiple categories of people, including team members, suppliers, customers, etc. on a daily basis for extended periods of time.

This Participant Handbook is designed to enable theoretical and practical training to become a Food and Beverage Service Steward. The qualification pack of a Counter Sale Executive includes the following National Occupational Standards, which have been all covered in this Participant Handbook:

- |  |
|--|
| 1. Receive customer and take orders                      |
| 2. Process customer's order                              |
| 3. Manage administrative work                            |
| 4. Communicate with customer and colleagues              |
| 5. Maintain customer-centric service orientation         |
| 6. Maintain standard of etiquette and hospitable conduct |
| 7. Follow gender and age sensitive service practices     |
| 8. Maintain health and hygiene                           |

This Participant Handbook is designed considering the minimum education qualification of a Counter Sale Executive is preferably 12<sup>th</sup> standard. The Key Learning Objectives and the skills gained by the participant are defined in their respective units. The participant will be able to greet customers, take orders, plan and serve food and beverage, resolve customer issues, efficiently communicate with customers and colleagues, maintain health and hygiene at workplace and maintain standard of etiquette and hospitable conduct.

We hope that this Participant Handbook will be able to provide a sound learning support to our young friends to aspire to build their career in the Tourism and Hospitality industry.

## Symbols Used



Key Learning Outcomes



Unit Objectives



Steps



Exercise



Summary

## Table of Contents

S.No	Modules and Units	Page No
<b>1.</b>	<b>The Food and Beverage Industry (THC/N2907)</b>	<b>1</b>
	Unit 1.1 – Food and beverage establishments	3
	Unit 1.2 – Role and Responsibilities	8
	Unit 1.3 – Career development	9
	Unit 1.4 – Employment and entitlements	13
<b>2.</b>	<b>Counter Service Establishments and Offerings (THC/N2907)</b>	<b>25</b>
	Unit 2.1 – Counter Sales and Services	27
	Unit 2.2 – Product Knowledge - Beverages	29
	Unit 2.3 – Product Knowledge - Food Items	36
<b>3.</b>	<b>Single Point - Counter Service (THC/N2907)</b>	<b>55</b>
	Unit 3.1 – Single Point - Counter Service	57
<b>4.</b>	<b>Operating Vending and Other Machines (THC/N2908)</b>	<b>67</b>
	Unit 4.1 – Vending and Other Machines	69
<b>5.</b>	<b>Dealing with Invoicing and Payment (THC/N2909)</b>	<b>83</b>
	Unit 5.1 – Invoicing and Payment	85
<b>6.</b>	<b>Handling Complaint and Issues (THC/N2909)</b>	<b>95</b>
	Unit 6.1 – Handling Complaint and Issues	97
<b>7.</b>	<b>Communication with Cutomers and Colleagues (THC/N9901)</b>	<b>103</b>
	Unit 7.1 – Communications with Cutomers and Colleagues	105
<b>8.</b>	<b>Customer Orientation and Sevice (THC/N9902)</b>	<b>119</b>
	Unit 8.1 – Customer Service Principles	121











# 1. The Food and Beverage Industry

Unit 1.1 – Food and Beverage Establishments

Unit 1.2 – Role and Responsibilities

Unit 1.3 – Career Development

Unit 1.4 – Employment and Entitlements



## Key Learning Outcomes

**At the end of this module, you will be able to:**

1. Describe the food and beverage service industry
2. State the drivers of food and beverage industry
3. Roles and Responsibility of a Counter Sale Executive
5. Explain what skills, attitudes and behaviour is required for progression in the industry
6. Explain how one can acquire capabilities required to progress in the industry
7. State employee rights and entitlements in a job

## UNIT 1.1: Food and Beverage Establishments

### Unit Objectives

At the end of this unit, you will be able to:

1. Describe the food and beverage service industry
2. State the drivers of food and beverage industry

### 1.1.1 Food and Beverage Establishments

#### Industry establishments

Food and Beverage consumption is integral to life and lifestyles. Food and Beverage is consumed for necessity and recreational purposes. There are various organisations that serve food and beverage to captive, invited or walk-in audiences.



Fig. 1.1 Food served in restaurants

Some of these organisations are:



Restaurants  
(in hotel)



Bhojanalayas



Hospitals



Coffee shops &  
cafeterias



Guest houses



Restaurants  
(stand alone)



Dhabas



Outdoor catering



Prisons



Industry  
canteens



School & college  
canteen



Banquets



Welfare  
institutions  
(shelters etc.)



Room service  
(hotels)



Drive-ins



Pubs & bars



Discotheques



Ships & cruises



Airlines



Others

Fig. 1.2 Different types of food serving organisations

There are some organisations that both prepare and serve food on the same premises, while there are others that procure and sell food. For example, an Ice Cream Parlour may just serve pre-prepared ice-creams; an Airline serves pre-prepared food; whereas a restaurant or in a cruise ship, food is prepared and served on the same premises.

### Why people dine out?

People avail of food and beverage services for the following reasons:

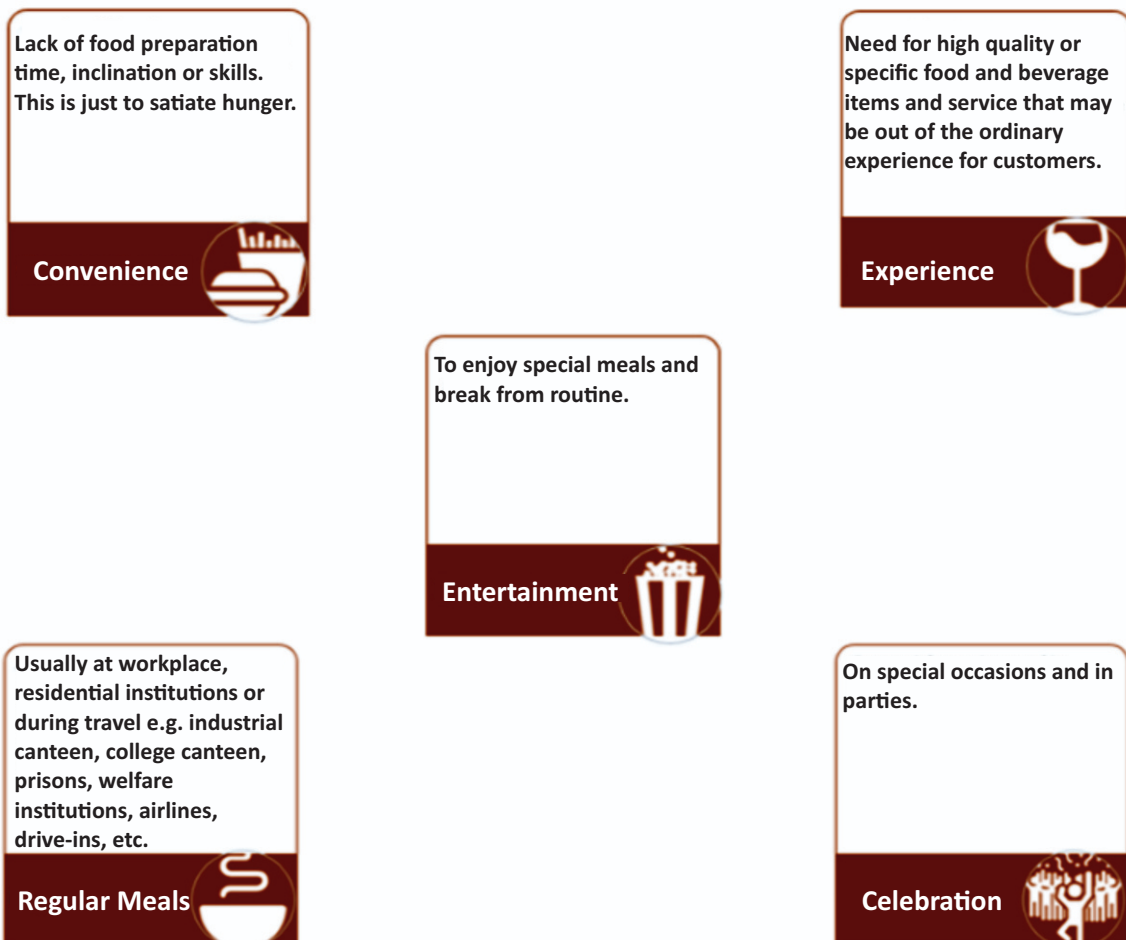


Fig. 1.3 Reasons for having dinner outside

**The factors that govern the people's choice for choosing a particular place or establishment to dine in or patronize are:**

- **Price and budget** – People may choose to eat based on the amount of money they want to spend or can afford.
- **Status** – Some people like to eat in places, which are well regarded by others and seen as status symbols. For example, in 5 star hotels or expensive restaurants.
- **Quality** – People may want to eat at places where they expect certain type of quality. Factors considered in quality may be cleanliness, taste, appearance, ambience, etc.
- **Occasion** – People like to eat out on different occasions such as birthdays, weekends, anniversaries, to celebrate achievements, etc.
- **Distance or proximity** – People may choose to eat in places that are close to their place of residence or work as it may be convenient. Sometimes people like to eat in places which are close to places of interest such as tourist places, markets, parks and gardens, etc.
- **Loyalty** – Many people like to eat at the same places as they become loyal to the establishment, this may be due to familiarity with the people, comfort, quality, special offers and discounts and other reasons.
- **Familiarity/ consistency** – People visit Food and Beverage establishments because they like to eat and drink items which they are familiar with or are prepared in a certain way. For example, people may want to eat food from their home state, certain favoured preparations that are made in a particular style, etc.
- **Portion sizes** – People like to eat large or small portions of food, and may choose a place because it serves accordingly.
- **Uniqueness** – Certain food and beverage items are unique or uniquely prepared and served in only certain establishment/s. This can pull customers to come to these establishments.
- **Special offers and events** – Some Food and Beverage establishments are visited because of special discounts or offers being made at the establishment. Some additional events or activities such as live telecast of sports events, live music, games, karaoke, etc. may be other pullers.
- **Other patrons or customers** – Certain customers visit Food and Beverage establishments because of other people who eat or drink there. For example, people may visit an establishment because certain celebrities (film stars, sports stars, etc.) may visit that place, or because friends and family frequent that place, etc.
- **Critics' ratings and reviews** – Critics, Customers and others may review and rate food and beverage establishments and provide comments on these places. Customers are known to be influenced by these in their selection of places to visit and eat.
- **Atmosphere** – Certain customers like the atmosphere in a place that may be defined by its ambience, music, noise levels, layout, theme, level of formality, etc. This may be the reason for customers choosing to visit this place. For example, people may eat in a restaurant which is made on a relaxed village theme or a place where young people frequent and has loud music.

### High quality food & beverage service establishments

Customers ascribe the tag of high quality on account of the following factors:



Taste of food



Hygiene



Locality



Service standards



Ambience and atmosphere

*Fig. 1.4 Factors affecting the quality in restaurants*



## UNIT 1.2: Role and Responsibility

### Unit Objectives

**At the end of this unit, you will be able to:**

1. Explain the Role and Responsibility of a Counter Sale Executive
2. List the Personal Attributes of a professional Counter Sale Executive
3. List the various skills expected of a professional counter sales executive

### 1.2.1 Role, Responsibilities and Expectations

- Greet the customer
- List and Explain the offerings to the customer
- Explain special offers and promotions to the customer
- Taking food and beverage orders
- Assembling and serving the order
- Handling queries and special requests
- Entering the order into the Point of Sale system
- Generating the invoice
- Processing the payment
- Informing the guest of the approximate wait time
- Informing the kitchen of the orders
- Thanking the customer once the order is ready
- Managing the customer and order flow

#### **Personal Attributes of a Professional Counter Sales Executive**

- Having a pleasant manner including tone of voice
- Good communication and language skills
- Well-groomed at all times, with a smart appearance
- Calm at all times
- Pays attention to detail
- Being friendly and helpful towards customers and colleagues
- Able to handle multiple tasks at a time
- Sensitive and tactful

#### **Professional Skills required of a Counter Sales Executive**

- Customer service skills
- Food handling skills
- Order taking and handling payments
- Answering queries about food and beverage, correctly
- Food safety and hygiene
- Computer operating skills
- Selling skills

## UNIT 1.3: Career Development

### Unit Objectives

At the end of this unit, you will be able to:

1. Explain what skills, attitudes and behaviour is required for progression in the industry
2. Explain how one can acquire capabilities required to progress in the industry

### 1.3.1 Career and Professional Development

#### Hiring and recruitment

Each job in an organization requires people who are capable of doing that job. When organizations hire for jobs, which maybe done from outside the organization (new hire) or inside the organization (horizontal and vertical job promotions or movements) they do so by evaluating the job requirements against the capabilities of the person in question (worker).

organizations often evaluate a person's capabilities in terms of knowledge, skills and attitudes that a person possesses in relation to the job required to be performed by the person after recruitment.

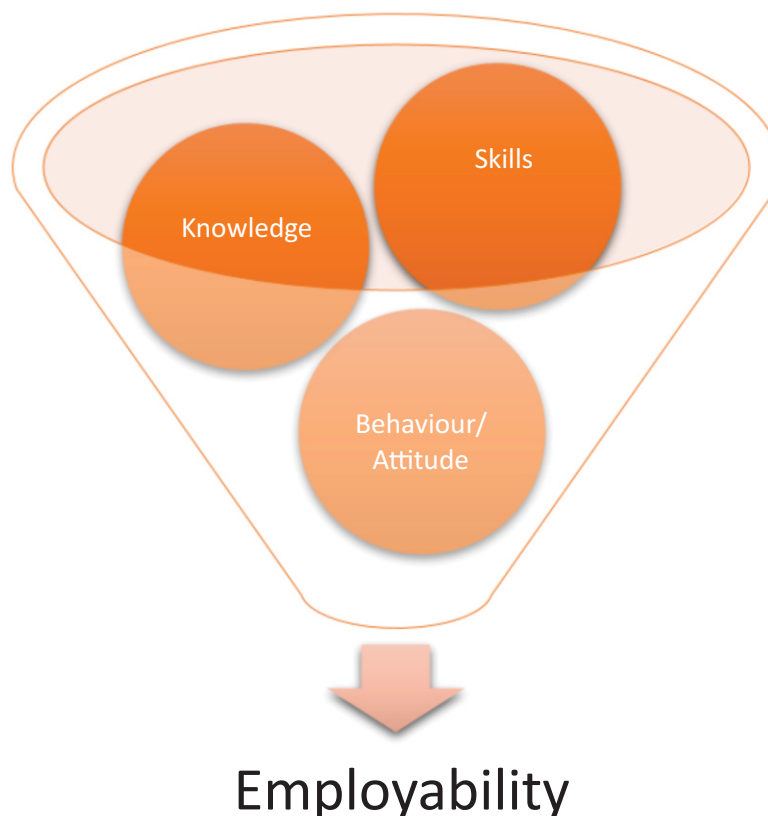


Fig. 1.5 Hiring and recruitment process

**Attitude:** Attitude includes things such as a person's disposition for hard work, helping others, initiative, discipline, following instructions, paying attention to detail, etc. Indicators of a good attitude include being punctual, being polite in interactions, being helpful and respectful towards others, completing one's tasks with care and on time, etc.

**Knowledge:** This refers to knowledge of the field of work, the organization, the industry, etc.

**Skills:** This refers to the person's ability to carry out tasks to a particular level of expertise and achieve desired levels of performance results thereby.

### **Promotion and career growth:**

Workers usually do their job and are evaluated on the job by their supervisors and managers. The evaluation in many organizations is called performance appraisal takes a view of past performance of the employee and supports decisions regarding:

- Employee training needs
- Employees performance incentives
- To create a common understanding of employees performance and provide feedback

Candidates who develop and demonstrate capabilities to give employers confidence that they can undertake higher responsibilities usually get noticed and may get considered for promotion to jobs with those higher responsibilities. This of course depends on availability of job positions as well.

Most professionals aim at growth over their career, this growth usually entails taking on an increased scope of responsibilities and jobs that are higher in profile, status and remuneration.

### **Training and Development**

- 1) To grow, professionals need greater amount of learning that translates into better performance.
- 2) Learning is usually both practical and knowledge oriented. Therefore, a person has to know more and be able to do more to get growth in their career.
- 3) Knowledge, skills and attitudes can be developed through a range of methodologies:
  - Education or professional qualifications
  - Training by employers
  - On-the-job experience
  - Informal learning from peers, seniors and others
  - Self-study and practice
- 4) Life-long learning is very important for developing a successful and sustainable career. There are many professionals who got comfortable with their current level of performance and stopped learning and in some time found themselves without a job, or stuck at a particular level without any growth.



Classroom learning



Self learning



Formal qualification



On-the-job training

*Fig. 1.6 Different training processes*

### Performance review and development plans at work

Each organization usually has a system of performance review of employees. This is aimed at identifying strengths and areas of improvement for performance enhancement in the future. This is beneficial to both the employee and the organization. In addition to formal reviews it is in the employee and organization's interest to even seek informal feedback on one's performance and make plans to improve one's knowledge, skills and behaviour.

A personal development plan should be prepared to identify areas of development and have a structured approach to it. Where one is unable to do so on their own, one must seek guidance from seniors and other colleagues to develop this. One must track progress on the plan and constantly seek feedback on progress made from others such as peers and supervisors.

Tips to remember in relation to personal development:

1. Organise own work and have the confidence to ask for guidance
2. Always fully and earnestly participate in performance reviews and training
3. Act on feedback relating to personal performance
4. Use feedback from customers and others to improve customer service standards in line with organisational standards
5. Use technology responsibly and effectively in line with organisational and process requirements and keep up to date with information relevant for performing one's role
6. Agree what has to be done to improve own work with colleagues, supervisors and managers as appropriate
7. Agree a development plan with the relevant person in the department and/or with human resources as may be required