

TourismCareers.ie

# Work Experience Manager Manual



TourismCareers.ie



# School Work Placements



Each year, thousands of young students from transition year and the leaving certificate years go on work placements and enjoy the opportunity to not only learn about the world of work and explore possible career options but also to actively develop skills for future enterprise and employability.

These work placements are, for many students, the highlight of their school year where they may have the opportunity to gain a real insight into the challenges and opportunities of work.

Schools and students rely on the willingness of employers to provide work placement opportunities and employers play a pivotal role in the success of these work experience programmes.

## Embedding employability in the work placement

One of the purposes of a work placement is to enhance the employability of eventual school leavers by providing them with the opportunity to understand and practice what is needed to be successful in the workplace. In preparing students for a work placement, Guidance Counsellors and Teachers will have worked with the students to help them understand the different competencies that make someone employable and have provided guidance on how students might improve on these competencies during work experience.

When providing a work placement, employers should try and embed some of these competencies into their student's experience by setting employability-based tasks and activities. Where possible, employers should also provide feedback to the student at the end of their placement as to their performances in these tasks and competencies.

Schools and students understand that due to the short nature of the placement the tasks assigned may be of a low level and routine in nature. However, it is important to ensure that during their work placement, students have the opportunity alongside the tasks they are assigned to observe as many processes as possible and to interact with staff and customers where feasible. This provides them with the opportunity to develop some of their key personal and employability skills.



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## Welcome...

For many years businesses in the Tourism and Hospitality industry have delivered quality placements for students taking their first steps in the world of work. This has helped to build an affinity with Tourism and Hospitality among young people across the country, leading to employment opportunities and in many cases, long careers.

Students are an important source of local talent and they form a key part of Tourism and Hospitality teams across the country, particularly given their availability during peak times. Whether the student is looking for flexible work around their studies or starting to carve out a long-term career, it is critical that they are given a great work placement experience to motivate them to consider a career, or seasonal and part-time work in the industry.

Fáilte Ireland's Work Experience section on [tourismcareers.ie](http://tourismcareers.ie) has been created to provide a one stop shop to link students with local businesses. The Student and Employer manuals, designed with educators and industry, provide a structure for placements to ensure that students get the best possible experience in their placement.

We hope you find these tools useful when delivering placements now, and that they will continue to benefit students and the Tourism and Hospitality industry in the time ahead.



**Jenny De Saulles**

Director of Sector Development , Fáilte Ireland

## Programme Overview

The programme is designed to run over 5/10 days. This can be completed over a period of either 1 week (5 days over 1 week), 2 weeks (5 days per week over 2 weeks) or 10 weeks (1 day per week over 10 weeks) according to the students needs and the requirements of your workplace.

Throughout their work experience, the student will complete activities across several areas in the workplace and operate alongside experienced staff members where possible. This will give them a realistic insight into the world of work, an opportunity to be part of a team, the chance to develop work-related skills, gain confidence, and learn from their experience. Alongside this, this programme is a chance for them to learn more about themselves and develop the necessary employability skills to prepare them for the future.

As supervisor, all you need to do to fulfill the requirements of this Work Experience programme is follow the instructions within this Manager's Guide. You will need to ensure that the student receives a structured work experience placement, in a safe environment, with the opportunity to take part in a variety of tasks. Students undertaking a placement are provided with a Work Experience Diary and Workbook and will require time off to complete a number of assignments contained therein.









# TourismCareers.ie

Fáilte Ireland has supported the development of TourismCareers.ie which is a One Stop Shop to promote the diverse range of career, course and job opportunities available within the Tourism & Hospitality sector. This resource is being used by students and job seekers to help them research the opportunities in our sector and explore courses, careers and jobs which might suit their interests.

Five key areas have been developed on tourismcareers.ie to support this research:

## **Explore**

This section will give those researching the Tourism and Hospitality sector an overview of the main areas where they can work and provides information on any current career related events, news stories and job announcements.

## **Careers**

This section gives an insight into the many job roles/occupations available across the Tourism and Hospitality sector. It provides information on what the jobs are really like, the type of person the jobs might suit, the average salaries, typical entry pathways, and so on. Included here are videos and interviews of people working in Ireland who talk about what is it really like to be working in this industry.

## **Courses**

This section provides a hub for part-time and full-time courses at all levels in the Tourism and Hospitality sector, including PLC courses, Apprenticeships, Traineeships, Higher Certificates and full University Degrees. A filter is provided on the Course Search tool to help focus the course listings according to the users' criteria. Detailed information about each course is provided, such as entry requirements, course modules and progression opportunities. In many cases there are course videos and other media which will help students to choose and apply for their dream course.

## **Live Jobs**

The Live Jobs section can be used to search for vacancies across the Tourism and Hospitality sector. This section also highlights where the skills shortages currently are and where they are likely to be in the future, allowing job seekers to use this information to plan their career.

## **Work Experience**

This section allows students to search for Work Experience Placements in the Tourism and Hospitality sector. Students can filter their results by what county they would like to work in, what area of the Tourism and Hospitality sector they are most interested in and finally by what programme they are currently studying for (TY, LCVP, LCA, LCE at Post Primary or Level 4 or 5 in Colleges of Further Education and Training). They can then apply directly to the business offering the placement.



## Why Participate?

Work placements provide many opportunities and benefits to both employers and students. Those most commonly cited by employers are:

- ✓ **development of recruitment channels:** building links with local schools can help to attract school leavers into jobs and can reduce recruitment costs.
- ✓ **brand awareness:** work placements are often formative for students and discussed frequently with peers. A work placement significantly impacts on their awareness of the brand and values of the Tourism and Hospitality sector, which will be shared with others.
- ✓ **influencing career choices:** many employers report that work placements are the ideal way of raising the profile of career opportunities within their organisation and, in some cases, of dispelling unwarranted stereotyped views.
- ✓ **raising the community profile:** many employers attach importance to raising their profile in the community. Work placements provide a valuable means of creating a positive image amongst students, teachers, parents and employees.
- ✓ **creation of staff development opportunities:** the process of planning, implementing, monitoring and evaluating of work experience programmes gives scope for employees to develop their management and coaching skills, and widen their experience.
- ✓ **increased motivation of employees:** companies participating in education-business linked activities have found that such activities increase the motivation of their own employees.

For the Tourism and Hospitality sector in particular, work experience also offers the opportunity to:

- ✓ Demonstrate the breadth and scope of job roles available in the Tourism and Hospitality sector.
- ✓ Change student, teacher and parent perceptions of the sector and demonstrate our commitment to employees and promoting career opportunities.
- ✓ Educate our target Talent Pool in the procedures and quality of our service.
- ✓ Highlight the hospitality skills used by thousands of staff across the country on a daily basis.
- ✓ Develop an understanding of the value of the Tourism sector to local business and community development.



# 5 Steps to Running a Work Experience Programme

## 1. Register your organisation and advertise your placement on [tourismcareers.ie](http://tourismcareers.ie)

Go to [tourismcareers.ie/wep](http://tourismcareers.ie/wep). Agree to the Business Agreement and follow the **Start** button to fill in a brief business profile, a description of the placement you are offering, and the dates your placement is available. Once your registration has been reviewed, your placement will be published on the Work Experience areas of [tourismcareers.ie](http://tourismcareers.ie) and [careersportal.ie](http://careersportal.ie). You will receive a confirmation email to confirm this.

Students can search for work placements just like adult jobseekers do on job sites and can filter their searches by the type of work, their preferred location and by participating organisations.

Please note: Work Experience is a part of the school curriculum and payment is not required.

## 2. Application, Interview and Selection process

Follow a similar process that your organisation uses when recruiting for a real job - this is a real education for them. Be mindful, however, of the lower age and experience level of most applicants.

Select and make any placement offers according to your own preferences. Students can benefit greatly from an interview that is as realistic as possible, this can be in-person or via a video link and should last approximately 10/15 minutes.

Where possible, send successful applicants a copy of the Work Experience Diary and Workbook along with their offer. Students should be asked to bring both their Workbook and their School Insurance form to the placement, as students are covered by insurance policies provided by their school. Students should also be informed of any special dress or uniform requirements.

## 3. Welcome Meeting

Students should be met and welcomed by the Manager/Mentor assigned to the student and introduced to any other relevant team members. It would be useful to go through the **Code of Conduct** and **Induction Checklist** from the Student Workbook at some stage during the first day.

Hours and conditions of work, including information on breaks, should be discussed. Note that many young students at this age find normal working hours very long, and shorter than normal working days may be considered.

## 4. Programme Implementation

**Supervision and Monitoring of students.** The student must always be supervised by an assigned responsible and capable individual. Ideally a student should be assigned a different supervisor every day to enrich their learning experiences. On occasion, the student's teacher may request to visit the place of work during the course of the work experience to monitor the placement.

**Try to vary the work for the student.** Where possible, students should be involved in a variety of different areas and tasks to ensure that they have a productive and enjoyable work experience. They should also be given appropriate levels of responsibility.





**Developing Key Skills.** Most activities undertaken in the workplace provide opportunities for students to develop one or more Key Skills (as listed on pages 9 & 10). Have a look through the suggested skills on these pages, and where possible encourage development of these skills by providing opportunities for the student to engage with as many different tasks as possible.

**Allow time for student research & reflection.** In order to reinforce their understanding of the world of work, time should be scheduled each day to allow students to complete a range of tasks that have been included in their Workbook. These include:

**Daily Tasks:**

- Daily Diary
- Highs & Lows Exercise

**Assignments**

- Career Interviews
- Career Investigation
- Company Research
- Workplace Skills Profile

**Work Experience vs Work Shadowing**

Some tasks in the workplace may be restricted for a variety of reasons, such as safety or age. In some cases you may instead allow the student to 'shadow' staff members undertaking these tasks in order to develop an understanding of what is involved.

**5. Exit Meeting**

On the final day a number of tasks need to be completed to help with the feedback process that schools use as part of their commitment to the Work Experience programme.

The students' **Personal Objectives** (page 6-7 of the Student Workbook & Diary) should be reviewed to see if their objectives have been achieved. After a general chat, the Manager/Mentor should then fill in the **Tourism and Hospitality Skills Passport** and the **Certificate of Completion** (pages 36-37 of the Student Workbook).

The Manager/Mentor should also complete the two Employer Reports in the student's Workbook.

**Form 1** (Employer Report - Performance) provides brief evaluation of how the student performed on placement and is usually filled in after the student has left. This should be returned directly to the student's work experience co-ordinator and is not shown to the student him/herself.

**Form 2** (Employer Report - Skills) is an assessment of the 'Career Skills' developed during the placement.



# Business Agreement

By posting my work placement opportunity details on [tourismcareers.ie](http://tourismcareers.ie) and participating in the Tourism Careers Work Placement Programme, my business agrees to:

- 1 Follow an industry approved, structured work experience template.
- 2 Assign a placement sponsor to mentor the student and ensure that the student has a clear point of contact.
- 3 Provide a formal induction into the business with a focus on the student's role.
- 4 Identify the key skills the student will develop on their placement and provide a rounded experience which gives the student exposure to the different parts of the business that will help to develop these skills.
- 5 Support and guide the student through their Work Experience Diary and Workbook and with a focus on the skills they are developing.
- 6 Hold an exit meeting with the student to reflect on the skills learned and those that can be developed.

## Manager / Mentor Checklist

	Action	Person Responsible
1	Go to <a href="http://tourismcareers.ie/wep">tourismcareers.ie/wep</a> to register your organisation on the Work Experience Programme. Accept the Business Agreement and enter a Business Profile, a description of the Placement and the Dates available. Your Placement will be checked and published on <a href="http://TourismCareers.ie">TourismCareers.ie</a> .	
2	Appoint a person responsible for the Work Experience Programme and for supervising the student. This person will be called the ' <b>Work Experience Mentor</b> '. Identify who will take responsibility for the work experience student if the lead person is not available.	
3	Review the <b>5 Steps to Running the Work Experience Programme</b> (page 6).	
4	<b>Review</b> any applications, and <b>book interview</b> times and room/online interviews. <b>Reply</b> to all students whether or not they go forward to the interview stage.	
5	<b>Interview students</b> and select candidates. Send offers to successful candidates and <b>send out refusals</b> to those who have been unsuccessful. Provide a copy of the <b>Work Experience Diary and Workbook</b> to those who have been successful.	
6	Read through the ' <b>Key Skills Section</b> ' (pages 9 & 10) to gain an understanding of the skills that students need to develop.	
7	<b>Pre-placement:</b> Organise uniform, name badge and locker, where appropriate.	
8	<b>Day 1 - Welcome Meeting</b> Confirm all contact details for the student are correct. Outline your organisation's Health & Safety Policies & Procedures. Discuss & Sign <b>Code of Conduct</b> Agreement (page 9 of Student Workbook). Complete Induction Process and Sign <b>Student Induction Checklist</b> (page 10 of Student Workbook). Discuss Student <b>Personal Objectives</b> (pages 6-7 of Student Workbook).	
9	<b>End of Every Day</b> Have a 'How's It Going' chat. Remind students to complete their <b>Daily Diary</b> in their Workbook.	
10	<b>Last Day - Exit Meeting</b> Review Student's <b>Personal Objectives</b> . Check that student has completed their <b>Daily Diary</b> . Review and complete <b>Employer Reports</b> (Forms 1 & 2) for the student (pages 34 & 35 of Student Workbook). Fill in the Tourism and Hospitality <b>Skills Passport</b> (page 36 of Student Workbook). Sign <b>Certificate of Completion</b> (page 37 of Student Workbook).	





## Key Skills

Four Key Skill areas are understood to be essential outcomes of a good education. Work experience, particularly within the Tourism & Hospitality sector, offers a unique way of developing these skills, and we encourage you to offer opportunities for their development when the opportunity arises.

### Communicating

Communication skills are perhaps the most important of all the life skills that are required. Having strong communication skills allows us to develop and maintain relationships, both in the workplace and in our personal lives. Being able to communicate effectively in the workplace helps to build trust and maintain a positive and productive work environment with both fellow staff and customers. When we communicate we share both information and our attitude.

### Critical and Creative Thinking

These Key Skills help us become more aware of how the workplace operates and develop the necessary problem-solving skills that help us to know what to do in different situations. Within the Tourism & Hospitality industry, a business that can look after its customer's needs well is much more likely to secure a return visit from them in the future. To be effective thinkers, we need to take time to learn how to think creatively to solve new problems as they arise.

### Working with Others

This Key Skill helps us interact effectively with other people and enables us to work productively as part of a team. Within workplaces there can be a variety of teams, and for these teams to be effective, all members need to play their part. Also, being able to work effectively with people from all backgrounds (e.g. different staff levels/races/cultures/religions/ages) is essential in order to succeed in any business.

### Using your Initiative

This Key Skill is necessary in order to thrive in the busy Tourism & Hospitality industry. By using our initiative we can take more responsibility in the workplace and quickly develop useful new skills. Asking a customer if they need help is better than waiting to be asked. Knowing when and where to use initiative is an important skill to develop.



# Career Skills

The following 'transferable skills' are referred to in the student's Work Experience Diary and Workbook.

<b>PEOPLE SKILLS</b>	
Sensitivity to others	<i>Shows ability to maintain a deep interest in the concerns and feelings of others. Inclined to find ways to help people.</i>
Insight into others	<i>Shows an understanding of what makes people do what they do, and tolerance of the actions of others. Good at reading the moods of others.</i>
Openness	<i>Is open to, and communicates with people at all levels. Inclined to share personal experiences and trust people.</i>
Respect	<i>Shows consideration for the feelings, needs, thoughts, wishes and preferences of others (including other cultures and races).</i>
Speaking / Presenting	<i>Presents information clearly and confidently to other individuals or groups. Maintains good eye contact and keeps the attention of an audience or individual.</i>
Active listening	<i>Pays full attention to what other people are saying, takes time to understand the points being made, asks questions as needed, and does not interrupt inappropriately.</i>
Conversation	<i>Speaks clearly and listens attentively. Attends to other people, not to themselves. Seeks clarification where necessary and attends to body language appropriately.</i>
Persuasion	<i>Shows ability to influence people's beliefs and actions. Shows ability to win people's co-operation and support for ideas or activities.</i>
Team membership	<i>Works easily with groups of people and shows loyalty and commitment to the team's objectives. Attends to each member's views equally.</i>
Team participation	<i>Openly expresses views and opinions within a group. Shows willingness to take on tasks and responsibilities as appropriate to one's experience.</i>
Leadership	<i>Shows the ability to communicate a vision or goal to others and lead them towards achieving it. Pushes for action and results, and wins the support and help of others.</i>
<b>TASK SKILLS</b>	
Planning / Organising	<i>Creates clear goals, identifies and finds the resources (e.g. time, people, materials) needed to achieve them, and schedules tasks so that work is completed on time.</i>
Time management	<i>Takes the time to organise events and tasks carefully so as to use time efficiently. Uses a diary/planner to ensure tasks are undertaken.</i>
Practical skills	<i>Uses equipment, tools or technology effectively. Easily follows instructions and shows willingness to use whatever tools or technology is required.</i>
Computer skills	<i>Confidently uses a computer to write documents, browse the internet or use email programs. Can save files, locate them efficiently and print them.</i>
Problem solving	<i>Shows interest in finding the cause of problems, looks for and chooses effective solutions and takes the necessary action to resolve them.</i>
Business awareness	<i>Shows understanding of the main business activities of the company/organisation. Has a good sense of the business opportunities available, and the primary competitors.</i>
Customer focus	<i>Shows understanding and concern for customers' needs, is helpful and friendly to them, and deals effectively with any questions or complaints they may have.</i>
<b>PERSONAL SKILLS</b>	
Adaptability	<i>Adapts easily to new challenges and shows openness to new ways of doing things. Effective at changing plans or actions to deal with changing situations.</i>
Goal setting	<i>Shows the ability to make a decision about what is wanted, and determines when it is to be achieved. Stays committed to the goal, and deals with setbacks realistically.</i>
Initiative	<i>Demonstrates ability to take the initiative in a situation. Shows inclination to find opportunities to make decisions or influence events.</i>
Independence	<i>Able to perform tasks effectively with minimum help or approval, or without direct supervision.</i>
Motivation	<i>Shows the drive to succeed and excel at tasks. Shows confidence in abilities and expects to succeed at all tasks agreed on.</i>
Dependability	<i>Is reliable, responsible and dependable in fulfilling duties. Carefully checks work to ensure all details have been considered.</i>
Professionalism	<i>Remains calm and self-controlled under stressful situations. Works to deliver the best interests of the organisation at all times, and maintains an appropriate dress code.</i>





## Suggested 2-Week Programme

Individual placements vary enormously. The following suggestions shows how time can be allocated to a range of tasks and exercises over a 10 day / two week programme. Tasks should include opportunities for skills development, and there are a number of useful career development exercises in the Student Workbook that support the programme. Exercises are best scheduled for quieter times, and the daily journal can be incorporated into the schedule or left for students to complete in their own time.

Day	Morning	Afternoon
Monday	Welcome Meeting Tour of Premises Code of Conduct Induction Checklist Health & Safety Induction	Task/Skill development Exercise - Daily Journal
Tuesday	Task/Skill development	Task/Skill development Exercise - Daily Journal
Wednesday	Task/Skill development	Task/Skill development Exercise - Daily Journal
Thursday	Task/Skill development	Task/Skill development Exercise - Daily Journal
Friday	Task/Skill development Exercise - Career Interview	Task/Skill development Review of the week meeting Exercise - Daily Journal
Monday	Task/Skill development	Task/Skill development Exercise – Daily Journal
Tuesday	Task/Skill development Exercise – Career Investigation	Task/Skill development Exercise – Daily Journal
Wednesday	Task/Skill development	Task/Skill development Exercise – Company Research 2 Exercise – Daily Journal
Thursday	Task/Skill development	Task/Skill development Exercise – Job Roles / Occupations Observed Exercise – Daily Journal
Friday	Task/Skill development	Task/Skill development Complete Employer Reports Complete Skills Passport Signing of Certificate of Completion



## Task/Skill Development

For most students, their work placement is their first real experience of the working world and they are eager to learn. We recommend giving them as broad a range of activities as possible over the course of their time with you and, where possible, giving them some responsibilities as well. The following are some suggestions for tasks that are typical across the range of areas covered in the Tourism and Hospitality industry.

<b>General Tourism &amp; Hospitality Tasks</b>
Meeting & greeting customers
Answering phones
Taking bookings
Dealing with common queries
Checking supplies
Helping customers
Attending meetings
Assisting office staff
Operating a till
Using a credit card machine
Cleaning/tidying public places
<b>Food &amp; Drink</b>
Presenting a menu/outlining specials
Taking orders
Preparing tables
Delivering orders
Perform 'Silver Service'
Checking customers are happy with their meal
Clearing tables
Pouring drinks
Making coffee (speciality)
Preparing food
Polishing glasses/cutlery
Stocktaking/replenishing a bar
Setting room up for breakfast/lunch/dinner/function
<b>Attracting Tourists</b>
Providing information to tourists
Attending marketing meetings
Researching travel/event opportunities





<b>Planning &amp; Exploring</b>
Planning activities
Gathering information
Searching the Internet
Tour guiding
Creating & posting an ad on social media
<b>Live Events</b>
Setting up equipment
Preparing backstage facilities
Supervising visitors/spectators
Operating equipment
Checking tickets
Serving food/drinks
Arranging seating
Giving directions
<b>Places to Stay</b>
Greeting guests
Making beds & preparing bedrooms
Using the Reservation System
Assisting guests
<b>Experiences</b>
Dispensing/checking tickets
Giving instructions
Assisting learners
Preparing equipment
Demonstrating activities or equipment
Providing information



# Employer Report – Performance

Form 1

Participant \_\_\_\_\_ Dates \_\_\_\_\_

Supervisor \_\_\_\_\_ Employer \_\_\_\_\_

## Description of Work Experience / Duties:


Please indicate your assessment of this participant during their work placement with you:

	Needs Improvement Not Assessed	Acceptable	Good	Excellent	Comments...
Attendance & punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Personal appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Attitude towards job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ability to follow instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ability to complete jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Courtesy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Interaction with customers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ability to handle technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relationship with supervisors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relationship with staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Please add any other comments you wish to make about this participant...

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Would you be willing to take students from this school/college for work experience next year?

YES  NO  If yes, contact details: \_\_\_\_\_





# Employer Report – Skills

Form 2

Participant \_\_\_\_\_ Dates \_\_\_\_\_

Supervisor \_\_\_\_\_ Employer \_\_\_\_\_

Please provide information on some of the 'transferable skills' demonstrated by this participant during their work placement with you.

	Not Applicable	Undeveloped	Some experience	Well developed	
<b>PEOPLE SKILLS</b>					
Sensitivity to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Shows ability to maintain a deep interest in the concerns and feelings of others. Inclined to find ways to help people.
Insight into others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Shows an understanding of what makes people do what they do, and tolerance of the actions of others. Good at reading the moods of others.
Openness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is open to, and communicates with people at all levels. Inclined to share personal experiences and trust people.
Respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Shows consideration for the feelings, needs, thoughts, wishes and preferences of others (including other cultures and races).
Speaking / Presenting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Presents information clearly and confidently to other individuals or groups. Maintains good eye contact and keeps the attention of an audience or individual.
Active listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Pays full attention to what other people are saying, takes time to understand the points being made, asks questions as needed, and does not interrupt inappropriately.
Conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Speaks clearly and listens attentively. Attends to other people, not to themselves. Seeks clarification where necessary and attends to body language appropriately.
Persuasion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Shows ability to influence people's beliefs and actions. Shows ability to win people's co-operation and support for ideas or activities.
Team membership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Works easily with groups of people and shows loyalty and commitment to the teams' objectives. Attends to each member's views equally.
Team participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Openly expresses views and opinions within a group. Shows willingness to take on tasks and responsibilities as appropriate to one's experience.
Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Shows the ability to communicate a vision or goal to others and lead them towards achieving it. Pushes for action and results, and wins the support and help of others.
<b>TASK SKILLS</b>					
Planning / Organising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Creates clear goals, identifies and finds the resources (e.g. time, people, materials) needed to achieve them, and schedules tasks so that work is completed on time.
Time management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Takes the time to organise events and tasks carefully so as to use time efficiently. Uses a diary/planner to ensure tasks are undertaken.
Practical skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses equipment, tools or technology effectively. Easily follows instructions and shows willingness to use whatever tools or technology is required.
Computer skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Confidently uses a computer to write documents, browse the internet or use email programs. Can save files, locate them efficiently and print them.
Problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Shows interest in finding the cause of problems, looks for and chooses effective solutions and takes the necessary action to resolve them.
Business awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Shows understanding of the main business activities of the company/organisation. Has a good sense of the business opportunities available, and the primary competitors.
Customer focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Shows understanding and concern for customers' needs, is helpful and friendly to them, and deals effectively with any questions or complaints they may have.
<b>PERSONAL SKILLS</b>					
Learning skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Seeks and willingly takes opportunities to learn. Shows interest in personal learning and development. Looks for feedback to improve understanding.
Adaptability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Adapts easily to new challenges and shows openness to new ways of doing things. Effective at changing plans or actions to deal with changing situations.
Goal setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Shows the ability to make a decision about what is wanted, and determine when it is to be achieved. Stays committed to the goal, and deals with setbacks realistically.
Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates ability to take the initiative in a situation. Shows inclination to find opportunities to make decisions or influence events.
Independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Able to perform tasks effectively with minimum help or approval, or without direct supervision.
Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Shows the drive to succeed and excel at tasks. Shows confidence in abilities and expects to succeed at all tasks agreed on.
Dependability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is reliable, responsible and dependable in fulfilling duties. Carefully checks work to ensure all details have been considered.
Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Remains calm and self-controlled under stressful situations. Works to deliver the best interests of the organisation at all times, and maintains an appropriate dress code.



# Tourism and Hospitality Skills Passport

Participant \_\_\_\_\_

The following skills have been endorsed by the employer(s) below during their Work Placement / Employment

- Basic: has been introduced to the task
- Intermediate: ability to perform the skill under supervision
- Advanced: ability to perform skill without supervision
- Professional: highly skilled and can supervise/train staff

*Not-Assessed*  
*Basic*  
*Intermediate*  
*Advanced*  
*Professional*

Skill / Task	Endorsement by Employer
Greet and book in guests	
Make beds & manage bedrooms	
Wait tables	
Barista / make coffee, teas	
Prepare food	
Take orders	
Present menus and advise guests	
Operate the till	
Prepare the restaurant for service	
Set and lay tables	
Prepare trolley service and serve	
Clear tables	
Take reservations	
Use credit card machine	
Clean facilities	
Serve drinks	
Work in a spa	
Order supplies	
Work in the office	
Work with marketing staff	

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Supervisor \_\_\_\_\_ Employer \_\_\_\_\_ Dates \_\_\_\_\_

Supervisor \_\_\_\_\_ Employer \_\_\_\_\_ Dates \_\_\_\_\_

Supervisor \_\_\_\_\_ Employer \_\_\_\_\_ Dates \_\_\_\_\_

# Certificate of Completion

This document certifies that

\_\_\_\_\_

Has successfully completed work experience for a

period of \_\_\_\_\_ days during the month(s) of \_\_\_\_\_ 20\_\_\_\_

With

\_\_\_\_\_

Signed: \_\_\_\_\_ Work Supervisor  
\_\_\_\_\_ School Co-ordinator

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