

**SMALL SCALE RESTAURANT OPERATIONS:**

**SOME BEST PRACTICES**

**FACILITATOR'S GUIDE TO THE VIDEO**

**University of Technology  
Entrepreneurial Extension Centre  
237 Old Hope Road  
Kingston 6, Jamaica**

**Financed by:  
United States Agency for International Development/Jamaica  
Contract PCE-0406-I-00-6012-00; Delivery Order Two**

**1998**

**Produced by:  
WEIDEMANN ASSOCIATES, INC.  
933 N. KENMORE ST., SUITE 405  
ARLINGTON, VIRGINIA 22201 USA  
TEL: 703.522.3075 FAX: 703.525-6169  
EMAIL: WEIDASSOC@AOL.COM**

**FACILITATOR'S GUIDE TO THE VIDEO**  
**SMALL SCALE RESTAURANT OPERATIONS:**  
**SOME BEST PRACTICES**

**A. BACKGROUND INFORMATION**

**1. PURPOSE**

This guide was prepared to provide information on how to use the small scale restaurant video as a training tool in a group training session. This step-by-step guide is intended to help facilitators to structure discussion so that individuals viewing the video are able to remember key points and put them into practice in their own businesses.

The purpose of the video is to demonstrate to owners and operators key practices which lead to growth and success in a small scale restaurant. These practices are illustrated in the video through interviews with real owners of small scale restaurants filmed at their businesses. The video is based on research into the experiences of many owners of small scale restaurants throughout Jamaica.

The “Participant's Guide to the Video: Small Scale Restaurant Operations” was prepared to accompany the facilitator's guide. The Participant's Guide is intended to help video viewers to remember the main points from the video and encourages them to take notes and to set their own goals for implementing best practices in their own businesses.

**2. STRUCTURE**

This guide consists primarily of a series of questions to be asked of training participants. Facilitators are instructed to stop the video at specific points, giving them an opportunity to engage participants in discussion and analysis of what they have seen in order to help them to process and retain the information shared in the video. The questions are written in bold type to enable facilitators to easily locate and read them. Participant responses are noted on flip chart paper so that a visual record of the session is formed, and to permit additional information to be added on each topic as participants view subsequent portions of the video.

It is the task of the facilitator to adapt this guide to the needs of individual participants in a specific training session. The needs of participants will vary depending on their characteristics: business size, time in business, geographic location, and the participants' ability to learn and quickly grasp new ideas. The facilitator can choose to allow more time for discussions which arise during the training, or to pursue topics which are not referred to in the video but are of particular interest to the participants. Questions also can be asked in a different order than that presented in the guide, or less emphasis may be placed on some topics.

**3. MATERIALS**

To carry out the training session described in this guide, facilitators need:

- VCR and television
- A copy of the “Participant's Guide to the Video: Small Scale Restaurant Operations” for each participant
- Flip chart paper and markers

#### **4. TIME**

The training session described in this guide requires approximately 3 hours.

#### **5. PREPARATION**

Facilitators should view the video prior to teaching the training session to insure that they understand the points that are made and know where to stop the video each time.

Before the session, write the following titles on pages of flip chart paper, one to a page:

- OWNER TRAINING
- MARKET
- FOOD QUALITY
- CLEANLINESS
- FOOD PRESENTATION
- CUSTOMER FEEDBACK
- CUSTOMER CREDIT
- GOVERNMENT REQUIREMENTS
- ADVERTISING
- EMPLOYEE HIRING AND TRAINING
- INVENTORY CONTROL
- GOOD SERVICE

Each page should be posted somewhere in the training room where it can be written on during the session and is visible to all participants. Facilitators should also prepare copies of the participant's guide for each participant.

## B. SESSION DETAIL

### STEP 1: INTRODUCTION

Before beginning to view the video, the facilitator should make sure that all participants are comfortable participating in the session and are motivated to learn. If appropriate, participants should introduce themselves to each other and to the facilitator. Tell participants that the video is based on the experiences of many owners of small scale restaurants, and that by learning from them they may be able to avoid making mistakes and to find new ways to succeed.

Distribute the participant's guide and briefly review its contents with the group. Explain that they will be looking for and discussing best practices in the categories listed on the flip charts posted around the walls; show them where the same categories are listed in their participant's guides. Encourage participants to make notes in their guides in the space provided on pages 4-7, and to add ideas generated during the session to the checklist on pages 1-3.

*Time for this step:* 15 minutes

### STEP 2: VIEWING THE VIDEO

Turn on the video and have participants watch the introduction and then Mrs. Hamilton's presentation. Turn off the video at the end of her interview, when the screen fades to black after she says "This is the faster thing right now."

*Time for this step:* 10 minutes

### STEP 3: DISCUSSION

Remind participants that Mrs Hamilton discussed many important areas, and explain that the group will be discussing some of them now and some later after viewing more of the video. Say that for the purposes of this initial discussion, comments will be grouped into best practices in the broad areas of Training, Market, Food Quality and Cleanliness.

- a. Say that first they will be discussing what kind of training Mrs. Hamilton received. Ask **"What kind of training did she receive?"** Answer should be that her aunt taught her how to cook. Note answer on the flip chart titled "Owner Training".
- b. Say that next they will discuss Mrs. Hamilton's market, or her customer base. Ask **"Who are Mrs. Hamilton's customers?"** Her customers are individuals who are near the location of her cart and who are looking for take-out food. Ask **"Where is Mrs. Hamilton's food cart located and how does location influence her market?"** Answer should be that it is centrally located where many people work; people who are near the

cart form her market. Ask **“What are Mrs. Hamilton's customers looking for?”** Answer should include local dishes which are well prepared and inexpensive. Ask **“How do you think Mrs. Hamilton chose this particular market?”** List the key points from the discussion on the flip chart titled “Market”.

- c. Say that next they will discuss the importance of food quality. Ask **“What points did Mrs. Hamilton make about preparing quality food?”** and note answers on the flip chart titled “Quality”. Answer should include that she makes her dishes from fresh ingredients, and that it tastes good; she specifically advised seasoning meat overnight.
- d. Say that Mrs. Hamilton also spoke about cleanliness. Ask **“What suggestions did Mrs. Hamilton make about cleanliness?”** Answer should include keeping the inside of the cart clean and making sure that all employees have a Food Handler's permit. Note answers on the flip chart titled “Cleanliness”.

Say that they will return to some of these topics and others after watching another portion of the video.

*Time for this step: 20 minutes*

#### **STEP 4: VIEWING THE VIDEO**

Turn on the video and have participants watch the presentation by Mrs. Swab. Turn off the video at the end of her interview, after she says, “Being self-employed makes you twice as independent and you work twice as hard.”

*Time for this step: 10 minutes*

#### **STEP 5: DISCUSSING THE VIDEO**

Say that now they will discuss Mrs. Swab's suggestions on the topics discussed previously as well as some additional subjects, including food presentation, customer feedback, customer credit and government requirements.

- a. Say that Mrs. Swab's market is somewhat different from that of Mrs. Hamilton. Ask **“Who are Mrs. Swab's customers?”** Answer should include workers from nearby offices and factories as well as people walking in off the street. Ask **“How do Mrs. Swab's customers differ from Mrs. Hamilton's?”** Answer might include the following: they want to sit down, are probably willing to pay a little more, want a higher level of service, and presentation and an attractive environment are important to them. Ask **“How are they similar?”** Both provide local dishes. Ask **“Do the two locations differ? If so, how?”** Note key points from the discussion on the flip chart titled “Market”.
- b. Say that next they will focus on the issue of owner training. Ask **“How did Mrs. Swab's**

**comments on training differ from those of Mrs. Hamilton?”** Mrs. Swab suggested that formal training in food preparation and presentation, as well as how to treat the customer is important, while Mrs. Hamilton felt that she learned enough about cooking from her aunt. Ask **“What might account for the difference between these two ideas? Do you think that the need for training depends on the type of restaurant?”** Note key points from the discussion on the flip chart titled “Owner Training”.

- c. Say that next they will discuss Mrs. Swab's comments on food quality. Ask **“What did Mrs. Swab suggest about quality?”** and note answers on the flip chart titled “Food Quality”. Answer should include that she emphasized using fresh food which is well prepared and tasty, and providing a variety of vegetables. Ask **“Why is food quality important?”** and note responses on the flip chart.
- d. Remind participants that Mrs. Swab also talked about food presentation. Ask **“What did Mrs. Swab say about food presentation?”** and note answers on the flip chart titled “Presentation”. Answer should include that presentation should be attractive, and that food should be presented the same way each meal so that customers know what to expect.
- e. Say that Mrs. Swab emphasized listening to the customer and talking to them, encouraging the customer to give feedback on quality and service. Say that Mrs. Hamilton also suggested that hearing directly from the customer is very important. Ask **“What kind of information did Mrs. Hamilton and Mrs. Swab get from their customers?”** Answer should include insuring that the food tastes good, and learning what the customer wants; both modify their menus to suit the customers. Ask **“Do you remember why Mrs. Swab said that customer feedback is important?”** Answer should include that they will be happy and feel special. Ask **“What happens if the customers are happy and feel special?”** They will come back, and tell others about the restaurant. Note main points from the discussion on the flip chart titled “Customer Feedback”.
- f. Remind participants that Mrs. Swab sometimes gives her customers credit. Ask **“Under what conditions does Mrs. Swab give credit to her customers?”** and note answers on the flip chart titled “Customer Credit”. Answer should be that she gives credit to trustworthy customers; she has gotten to know them, knows they will pay, and knows where to find them if she needs to. Ask **“What are other considerations in offering credit to customers?”**
- g. Remind participants that Mrs. Swab also talked about cleanliness. Ask **“What did Mrs. Swab have to add to Mrs. Hamilton's comments on cleanliness?”** Answer should be that she suggested that food preparers cover their heads, and that the tables and chairs be cleaned every day. Note responses on the flip chart titled “Cleanliness”.
- h. Ask **“What information did Mrs. Swab share about government requirements?”** and note responses on the flip chart titled “Government Requirements”. Answer should include that she talked about visits from the health inspector, based on which they will issue the required Public Health Certificate. She also spoke about the necessity for each

employee to have a Food Handler's permit. Ask **“Did she seem to think the health inspector's visits were positive?”** Answer should be yes; they helped her to correct problems. Remind participants about her example of needing screen over the window. Tell participants that the address for obtaining information about government requirements is found in the resources section of the Participant's Guide.

Say that Mrs. Swab also talked about inventory control but that they will discuss that topic after hearing from the next business owner.

*Time for this step: 40 minutes*

## **STEP 6: VIEWING THE VIDEO**

Turn on the video and have participants watch the presentation by Mrs. Prawl. Turn off the video at the end of the program, after the final comments and credits.

*Time for this step: 10 minutes*

## **STEP 7: DISCUSSING THE VIDEO**

Say that now they are going to discuss additional ideas brought up by Mrs. Prawl.

- a. Ask **“Can you describe Mrs. Prawl's market?”** Note answers on the flip chart titled “Market”. Answer should be that she sells seafood from a sit-down restaurant in Port Royal. Ask **“How did she identify that market?”** Answer should be that at first she realized that there was a need to feed fishermen a breakfast of steamed fish and bananas. She then noticed that people need the same type of food in the evening. She expanded her customer base to include taxi men, customs agents, other locals, and foreigners. She also expanded her menu to include a wide variety of seafood dishes. Ask participants **“What are the advantages and disadvantages of the markets of each person we have seen in this video?”** Take notes from the discussion on a separate flip chart page.
- b. Ask **“What kind of training did Mrs. Prawl receive?”** Note answers on the flip chart titled “Training”. Answer should be that she entered the fishing business beginning at 14, so she knows about the quality of fish, her most important product. She then took training in food preparation, where she learned to cook special seafood dishes. Ask **“Do you think training is important? If so, what type of training? What kind of training have you already received?”** Explain to participants that they can find information on sources of training as well as other resources on the last page of the participant's guide.
- c. Say that now we will return to the topic of food quality. Ask **“What did Mrs. Prawl say about food quality?”** Note participant answers on the flip chart. She said that food must be tasty. She insures this by buying fish fresh each day, washing it in fresh water, and

putting it directly into the deep freeze. She also said that food must also be cooked to order so that it is fresh and hot. Remind participants that they must know their particular ingredients. For example, Mrs. Hamilton talked about seasoning meat the day before, while Mrs. Prawl emphasized buying fresh fish each day. Mrs. Prawl also said that she insures the quality of the food by being there every day, or by leaving someone equally capable in charge.

- d. Say “**All of the business owners discussed a particular type of advertising - what was it?**” Answer should be “word of mouth”. Ask “**How does this work and why is it effective?**” Customers will tell others about a restaurant that provides quality food and good service, so more and more people will come.
- e. Remind participants that Mrs. Hamilton prepares her own food, while Mrs. Swab hires a chef. Ask “**When is it necessary to hire other workers for a restaurant?**” Answer should be either when the restaurant gets big enough or if the owner is not a cook. Ask “**What does Mrs. Prawl look for in hiring?**” Employees must be clean, honest, and able to read and write a little. She teaches them everything else. Note answers on the flip chart titled “Employee Hiring and Training”.
- f. Ask “**How does Mrs. Prawl train her employees?**” Note answers on the flip chart titled “Employee Hiring and Training”. Answer should be that she trains them herself, spending up to a week teaching them what to do and how to do it. The supervisor then takes charge of watching over them. Remind participants that Mrs. Swab also spoke about the importance of communicating openly with staff.
- g. Say that Mrs. Prawl also emphasizes the importance of providing good service. Ask “**What examples does she give of good service?**” Answer should include wiping the table each time customers sit down, providing fast service, asking promptly what the customers want to eat and drink. Ask “**What are other examples of providing good service?**” Note answers on the flip chart titled “Good Service”.
- h. Say that Mrs. Prawl also spoke about listening to the customer. Ask “**How does she get feedback from customers?**” One way is that she gives them a bill with her telephone on it so they can call with comments. Ask “**What did you see Mrs. Swab doing to get customer feedback?**” Answer should include that she sat down with the customers to speak to them directly. Ask “**What are some other ways to get customer feedback?**” Note all answers on the flip chart titled “Customer Feedback”.
- i. Say that closing the feedback cycle is very important; that is, the owner must act on complaints when they are received. Ask “**What did Mrs. Prawl suggest doing when a complaint is received?**” If the complaint is about the food, she exchanges it for something else without question. If the complaint is about the service, she speaks directly to the server. Remind participants that they also saw Mrs. Swab speaking to the chef about a complaint that had been received. Ask “**What else can be done when a complaint is received?**” Note key points from the discussion on the flip chart titled “Customer Feedback”.



- j. Say that now they will discuss the issue of inventory control. Ask **“What advice did Mrs. Swab and Mrs. Prawl give about inventory control?”** Answer should include knowing what is there and what to replace. Mrs. Swab suggests taking inventory once per week and to avoid overbuying. Mrs. Prawl suggests that weekly accounting helps her to see what she is doing right and where she is going wrong. Ask **“What other suggestions and comments do you have about inventory control?”** Note answers on the flip chart titled “Inventory Control”.
- k. Ask **“Do you have other experiences or ideas you would like to add to the discussion on any of these topics, or any other topics which you would like to discuss?”** Note their responses on the appropriate flip chart, or create new flip charts if needed.

*Time for this step: 50 minutes*

## **STEP 8: SETTING GOALS**

Emphasize that an important part of any training is practicing what has been learned, and explain that they should practice these ideas in their own businesses. In order to help participants focus on what to practice, ask them to spend 10 minutes noting down their own goals with respect to each of the categories discussed. **“What do you want to accomplish or implement in your own businesses, based on what you have learned today? When do you plan to accomplish each goal?”** Remind them to be realist and specific. Ask them to note their own goals and timeline for achieving them in the space provided in the participant's guide pages 4-7.

Tell participants that they probably will not have time during the session to make final decisions about goals in each area, and that they should complete the work at home. Suggest that they keep the Participant's Guide at hand so they can consult it frequently; perhaps they can post the checklist (pages 1-3 of the guide) where they will see it every day as a reminder.

Ask if 2 or 3 participants are willing to share some of their goals with the rest of the group.

*Time for this step: 20 minutes*

## **STEP 7: CLOSING**

Lead participants in a brief discussion about “entrepreneurship”, or the personal qualities that make a successful entrepreneur. Ask “**What specific characteristics do these business owners have that make you think that they might succeed at business?**” For example, remind participants about Mrs. Prawl's comment: “There was nothing like that in Port Royal.” Her comment demonstrates the importance of recognizing a business opportunity. Some of the other characteristics exhibited by the individuals on the video include quick response to opportunity, recognizing the importance of customer feedback, being open to business alternatives, treasuring their independence, watching the market closely, and being willing to start small. Ask participants to talk about why they are self-employed, and what makes them good entrepreneurs.

*Time for this step: 15 minutes*

## **PARTICIPANT'S GUIDE TO THE VIDEO**

### **SMALL SCALE RESTAURANT OPERATIONS: SOME BEST PRACTICES**

*“I do it because it makes me independent and it makes me feel proud and well...I achieved everything from this shed right down here and that is why I like it so much.” (Mrs. Prawl)*

#### **A. KEY BEST PRACTICES**

Ask yourself whether you are implementing the best practices suggested in the video in the following key areas:

##### **OWNER TRAINING**

- \_Food preparation
- \_Food presentation
- \_Business administration
- \_When formal training is important
- \_Other:

##### **MARKET**

- \_Mobile cart serving local dishes to take away
- \_Sit down restaurant
- \_Specialty restaurant such as seafood
- \_Location plays an important role in determining market
- \_Other:

##### **FOOD QUALITY**

- \_Use fresh, quality ingredients
- \_Have more than one source of ingredients
- \_Food must be well prepared and taste good
- \_Use a variety of foods
- \_Seafood should be cooked fresh when the customer orders it
- \_Food should be served hot
- \_Know your ingredients (for example, recognizing quality in fish)
- \_Insure quality through close supervision
- \_Other:

##### **CLEANLINESS**

- \_Clean tables and chairs daily
- \_Keep a clean kitchen and restaurant
- \_Food preparers should cover their heads
- \_Other:

**FOOD PRESENTATION**

- \_Presentation must be attractive
- \_Present food the same way each time
- \_Other:

**CUSTOMER FEEDBACK**

- \_Learn what the customers want
- \_Insure that the food tastes good by hearing from the customers
- \_Modify menu to suit customers
- \_If you ask their opinion, customers will be happy and feel special
- \_Ask customers for feedback directly
- \_If a complaint is received, act on it immediately
- \_Other:

**CUSTOMER CREDIT**

- \_Give credit only to trustworthy customers
- \_Get to know the customer before allowing credit so you know they will pay
- \_Know where to find them if you need to
- \_Other:

**GOVERNMENT REQUIREMENTS**

- \_Visits from the health inspector reveal important items to be corrected
- \_All employees must have a Food Handler's permit
- \_Other:

**ADVERTISING**

- \_Word of mouth
- \_Other:

**☐EMPLOYEE HIRING AND TRAINING**

- \_Employees must be clean and honest
- \_Employees should be able to read and write
- \_Train employees in what to do and how to do it, both in food preparation and providing good service
- \_Supervise employees closely
- \_Communicate openly with staff
- \_Other:

**☐GOOD SERVICE**

- \_Clean table with each sitting
- \_Provide fast, efficient and attentive service
- \_Train employees to provide good service
- \_Other:

**☐INVENTORY CONTROL**

- \_Know what you have
- \_Determine what to replace
- \_Check stock on a regular basis
- \_Avoid overbuying
- \_Other:

*“A restaurant is very, very hard work so you have to like it to stay into it, but once you like it you'll do very well.” (Mrs. Swab)*

**B. NOTE TAKING AND GOAL SETTING**

The following space is provided for you to take notes and to develop personal goals in each area.

**1.OWNER TRAINING**

*My Goal and When I Will Accomplish It:*

**2.MARKET**

*My Goal and When I Will Accomplish It:*

**3.FOOD QUALITY**

*My Goal and When I Will Accomplish It:*

**4.CLEANLINESS**

Weidemann Associates, Inc.

*My Goal and When I Will Accomplish It:*

## 5.FOOD PRESENTATION

*My Goal and When I Will Accomplish It:*

## 6.CUSTOMER FEEDBACK

*My Goal and When I Will Accomplish It:*

## 7.CUSTOMER CREDIT

*My Goal and When I Will Accomplish It:*

## 8.GOVERNMENT REQUIREMENTS

*My Goal and When I Will Accomplish It:*

## 9.ADVERTISING

*My Goal and When I Will Accomplish It:*

## 10.EMPLOYEE HIRING AND TRAINING



*My Goal and When I Will Accomplish It:*

## 11.GOOD SERVICE

*My Goal and When I Will Accomplish It:*

## 12.INVENTORY CONTROL

*My Goal and When I Will Accomplish It:*

*“...I hear that this food is nice, and I feel good. When the customer comes and says 'Your food tastes good', it gets me going further and further with it.” (Mrs. Hamilton)*

## **C. RESOURCES**

Weidemann Associates, Inc.

## **TRAINING FOR COOKERY OR CATERING**

HEART N.A.  
76 Marcus Garvey Drive  
Kingston 13

Saunders Catering Limited and School  
151 East Street  
Manchester Square  
Kingston

University of Technology  
Hospitality Department  
Kingston

If you live far from Kingston, check with  
schools and community clubs in your area

## **BUSINESS MANAGEMENT TRAINING**

JAMPRO Entrepreneurial Centre  
35 Trafalgar Road  
Kingston 10

University of Technology  
Entrepreneurial Extension Centre  
237 Old Hope Road  
Kingston 6

Jamaican Institute of Management  
47 Hope Road  
Kingston 10

UWI School of Continuing Studies  
2 Camp Road  
Kingston 4

## **LITERATURE**

“Business Opportunity and Best Practices  
Profile for Small Scale Restaurants”  
Available from Entrepreneurial Extension  
Centre, University of Technology

## **SOURCE OF LOANS**

The National Development Foundation of  
Jamaica (NDFJ)  
22B Old Hope Road  
Kingston 5

Self Start Fund  
4 South Odeon Avenue  
Kingston 10

Enterprise Development Trust (EDT)  
10 East Avenue  
Kingston 4

Credit Unions

## **GOVERNMENT REGULATIONS**

For Food Handler's Permits:  
Ministry of Health  
Comprehensive Health Centre  
21 Slipe Pen Road  
Kingston

For a Public Health Certificate, apply at the  
Public Health Department in your parish.