



**STAFF
TRAINER**
TOURISM SECTOR



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

**BUILDING A CAREER PATH
BARTENDER**

2

WHAT IS A CAREER PATH?



CAREER PATH

is a system of education stages leading to a particular profession or a higher professional position.



PODCAST
Recording no 1

WHAT IS A CAREER PATH?



BARTENDER CAREER PATH

The bartender is a profession whose education is addressed to people over the age of 18 due to direct contact with alcoholic beverages in the workplace.

Acquisition of the profession may include:

- ➔ adjusting qualifications to the actual requirements related to the job position,
- ➔ extending qualifications.

WHAT IS A CAREER PATH ?



BARTENDER CAREER PATH

An adult who would like to become a qualified bartender can:

- ➔ complete college qualifications,
- ➔ gain professional experience by working as a bar-assistant (bartender assistant) and then complete the first and second degree bartending courses,
- ➔ Have an education (indicated education in the catering industry) to complete the first and second degree bartending courses,
- ➔ improve work skills at numerous directional courses.

WHAT IS A CAREER PATH ?

BARTENDER CAREER PATH

In order to implement your own educational and professional development plan, it is necessary to develop the skills of self-realisation and self-assessment.

In addition, the following questions are important:

- ➔ What do I really want to do in the future?
- ➔ Are the working hours ok for me?
- ➔ What bar do I want to work at ? (nightclub, restaurant, hotel, pub)



PREPARATION OF A CAREER PATH PLAN



YOUR CAREER DEVELOPMENT PLAN IS ALSO LINKED TO THE EMPLOYER

From the employer's point of view, the primary direction of professional development of waiters is the vision and mission of the company's development.

- ➔ **In the case of training bartenders, this applies only to hotels and premises that have bars, especially alcoholic ones.**
- ➔ **Expanding the professional competences of employees (eg waiters) on barista or sommelier courses may be useful in premises where there is no alcohol bar.**

PREPARATION OF A CAREER PATH PLAN



PREPARING A PLAN IS BASED ON:

- ➔ defining further job positions or skills to master
- ➔ indicating the necessary professional experience,
- ➔ Indicating goals and aims of achievement
- ➔ taking into account social factors and development processes to which every human being is subject (age, health, family obligations, needs and possibilities of the company, etc.).

PREPARATION OF A CAREER PATH PLAN



THESE SKILLS REQUIRE A PERFECT PERFORMANCE ACCORDING TO CHANGING TRENDS, FASHION AND DEVELOPMENT OF TECHNOLOGY.



The bartender's professional development plan should take into account professional skills that are already available and those that need developing.

The basic skills of the bartender are:

- ➔ performing activities related to the preparation of various non-alcoholic and alcohol beverages,
- ➔ performing activities related to the service of guests,
- ➔ settlement of services at the bar.

EXAMPLE OF A BARTENDER CAREER PATH



EXAMPLE OF A BARTENDER CAREER PATH

**DURING YOUR CAREER PATH
DEVELOPMENT IT IS IMPORTANT TO
RAISE YOUR QULAIFICATIONS DURING
COURSES AND TRAININGS.**



🕒 **1ST DEGREE BARTENDER COURSE**

🕒 **MODERN COCKTAIL DECORATIONS**

🕒 **BRANDY AND WHISKEY COURSE**

🕒 **SOMMELIER COURSE**

🕒 **FLAIR COURSE**

🕒 **HYDRO-SOMMELIER COURSE**

🕒 **BARISTA 1ST & 2ND DEGREE COURSE**

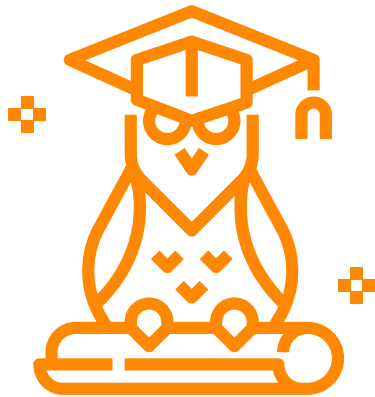
🕒 **BARTENDER 2ND DEGREE COURSE**



IN ADULT EDUCATION YOU SHOULD CONSIDER:

- an adult is autonomous and independently guides the learning process,
- has more or less professional experience,
- That adult learning needs arise from changing social roles and employment conditions,
- the adults are oriented on the problem, not on the subject,
- adults have inner motivation

ADULT EDUCATION



CHARACTERISTICS OF LEARNING ADULTS:

- different levels of life and professional experience and different age,
- diversified educational activity,
- different habits regarding styles, techniques and learning skills,
- already formed professional habits and attitudes towards work,
- lack of time resulting from professional and family responsibilities,
- the practical dimension of decisions regarding professional development or the beginning of education,
- the skill of abstract thinking,
- ability to focus

ADULT EDUCATION



ADULTS LEARN BEST WHEN:

- ➔ they can speak without fear of criticism,
- ➔ they can make mistakes,
- ➔ They have an impact on the course of the training, they see a practical and measurable aspect of raising qualifications (eg professional or financial promotion at work),
- ➔ they are accepted in the environment in which they learn,
- ➔ They are actively involved in the learning process by sharing ideas, impressions and variants of solutions,
- ➔ they understand the value and meaning of what they are learning,
- ➔ they solve real problems on the training, and not only implement theoretical content,
- ➔ they have the opportunity to refer to their own experience.



RULES OF ADULT EDUCATION

Bartenders are often young people who are focused on:

- individuality in teaching,
- specific learning goals,
- optimal use of time.

It is an interesting and effective technique of education, according to which in order to achieve success in learning, it is necessary to go through four key stages of learning:



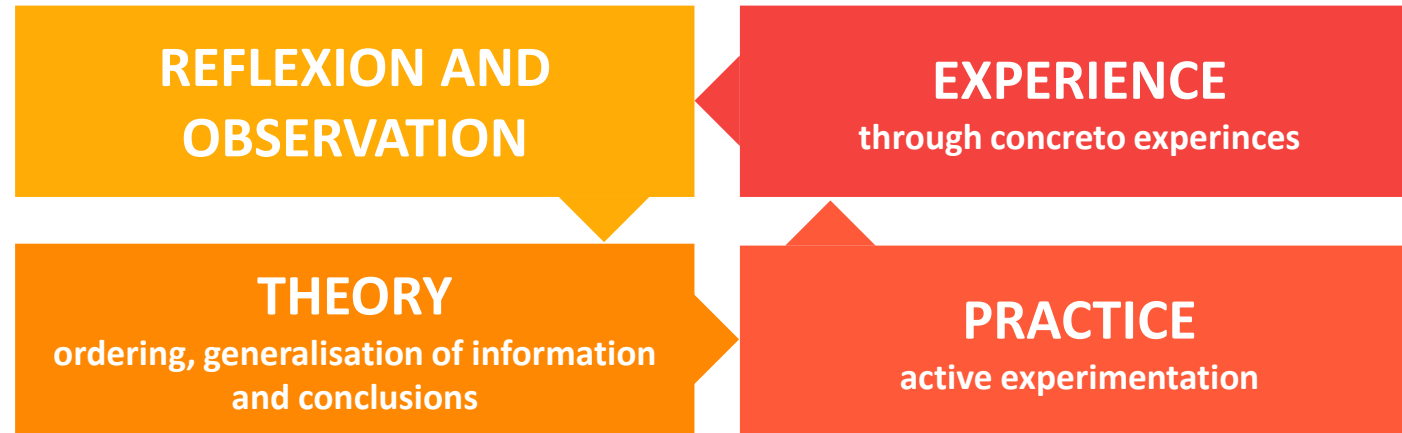
- ➔ experience,
- ➔ reflection,
- ➔ theory,
- ➔ practice.

KOLB'S CYCLE

The order of realisation of individual stages of education according to the Kolb cycle is free. It is important that all of them are completed during education.



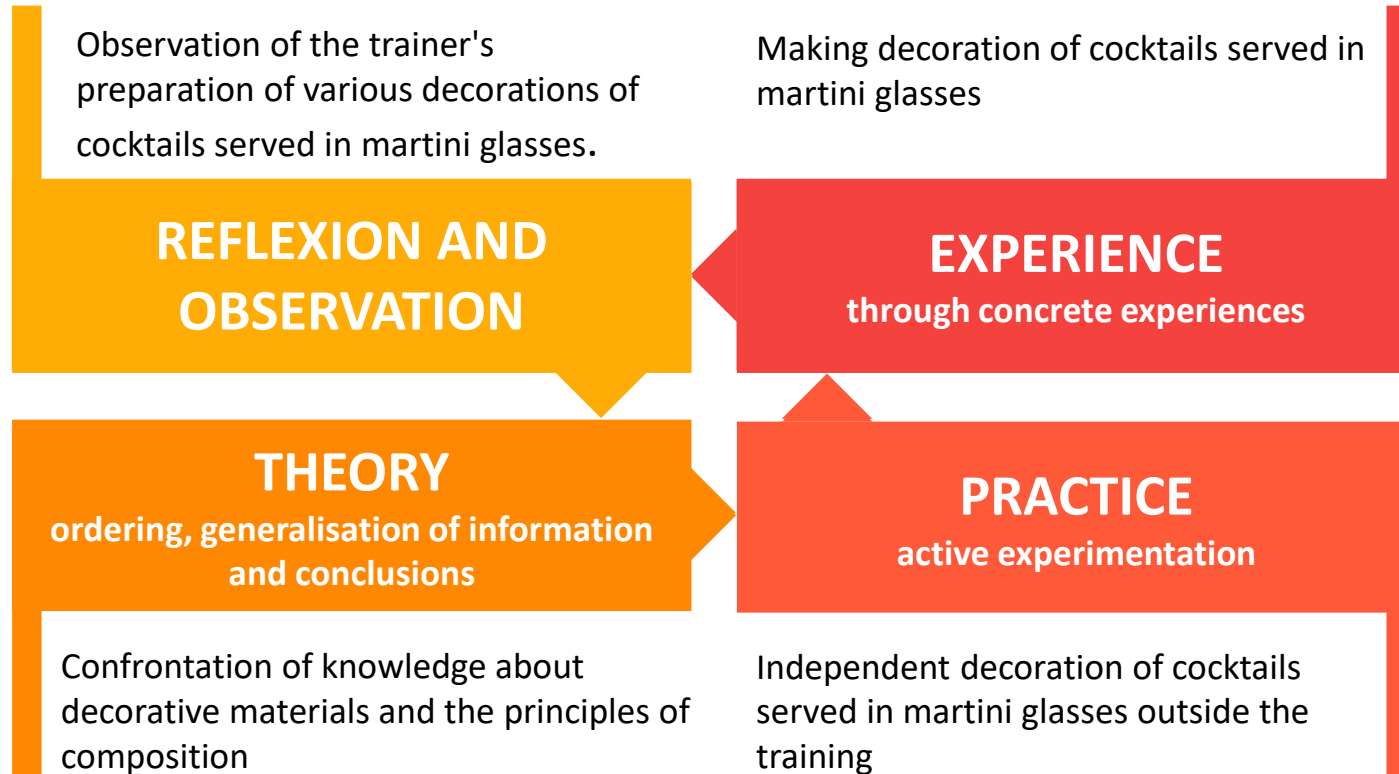
KOLB'S CYCLE





KOLB'S CYCLE

EXAMPLE: MODERN COCKTAIL
DECORATIONS





IN ADULT TRAINING JUST LIKE IN THE PROFESSION OF A BARTENDER, COMMUNICATING WITH DIFFERENT PEOPLE IN DIFFERENT SITUATIONS IS A KEY SKILL.

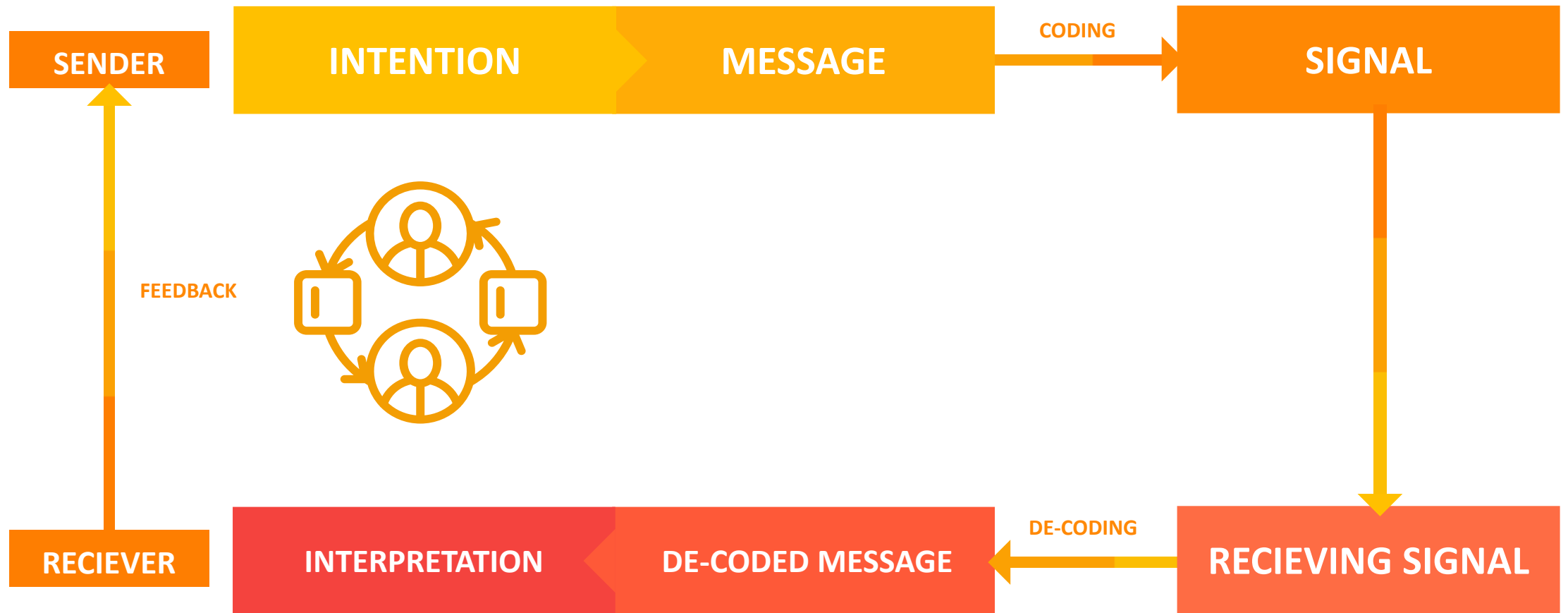


THE BASIC SKILLS OF THE BARTENDER AND TRAINER IN THIS AREA ARE, AMONG OTHERS:

- quick contact establishment,
- active listening,
- reading and giving feedback,
- strong and quick response to messages,
- team cooperation and information transfer.



INTERPERSONAL COMMUNICATION



ATTACHMENT
WORK CARD 2 AND 3



PODCAST
recording no 2



ONE WAY COMMUNICATION

SENDER



RECIEVER

IS ADVISED :

- ➔ when the message is simple and comprehensible, eg: the trainer informs that everyone should cool their glass with ice
- ➔ when communication must be fast, eg “ Please be careful, there is some split ice on the floor”
- ➔ when the sender depends on the undisputed transmission of the message, eg: "Ladies and gentlemen, please try the cocktail samples!"

INTERPERSONAL COMMUNICATION



GROUP WORK TWO-WAY COMMUNICATION



IS ADVISED:

- ➔ when perfection is important, eg when polishing glass
- ➔ when the trainer wants beneficiaries to participate in something, e.g. in preparing cocktail decorations
- ➔ when we want to get to know the point of view, eg why the glass wasn't cooled with ice before cocktail pouring
- ➔ when the trainer wants to minimise the likelihood of error, eg incorrect ingredient measurements



VERBAL COMMUNICATION TECHNIQUES

- ➔ Techniques that increase the visibility of the message
- ➔ Techniques that increase the clarity of the message
- ➔ Techniques for increasing tension
- ➔ Techniques that improve the aesthetic impression



VERBAL COMMUNICATION TECHNIQUES

Techniques that increase the visibility of the message

- ➔ Example – one time when I was shaking a cocktail...
- ➔ Comparison – This cocktail colour is just like a peach.
- ➔ Illustration – the glass must shine...
- ➔ Narration - – Please restock the bar before opening so we don't run out of any alcohol.



VERBAL COMMUNICATION TECHNIQUES

Techniques that increase the clarity of the message

- ➔ Repetition – The glass should be polish carefully. The glass should be polished thoroughly. The glass should be polished carefully and thoroughly.
- ➔ Strengthening – "I explained to my colleague that the cherries should be kept in the fridge, I said it many times..."
- ➔ Appeal – you have to be assertive
- ➔ Quotes, proverbs – Should not be used often



VERBAL COMMUNICATION TECHNIQUES

Techniques for increasing tension

- ➔ Contrast – You must not speak much but listen more
- ➔ Chain – if you can harmonize the flavors of cocktail ingredients, then you're a good bartender. If you can decorate this cocktail, you are a better bartender. If you can put it in the right temperature and with a smile, then you're a very good bartender.
- ➔ Surprise – I didn't think this decoration would look nice but wow ! It really does.
- ➔ Preview – the next theme will be the decorations of dry drinks. Please, prepare olives and pickles.



VERBAL COMMUNICATION TECHNIQUES

Techniques that improve the aesthetic impression

- ➔ Word play – If you put a bad straw in a drink the drink doesn't have to be bad
- ➔ Allusion – You know what to use in order for the cocktail to be blue
- ➔ Hyperbole (intended exaggeration) – if you have a loud blender you and your guests will go deaf
- ➔ Paradox – Sometimes a cold drink makes you hot



VERBAL COMMUNICATION

*DON'T SAY EVERYTHING YOU KNOW,
BUT KNOW WHAT
AND WHY YOU ARE SAYING*

H.Hamer



FEEDBACK INFORMATION - LISTENING TO MESSAGES

While actively listening to what both guests at the bar and participants of the training have to say, remember:

- ➔ concentrating attention so that you do not miss anything,
- ➔ visual contact when someone talks to you,
- ➔ using encouraging phrases such as "yes", "I understand",
- ➔ openness to the point of view of the person you are listening to,
- ➔ empathy
- ➔ asking questions (explaining, appealing).



ATTACHMENT
WORK CARD 2 AND 3



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FEEDBACK INFORMATION - LISTENING TO MESSAGES

The bartender often becomes a confidant of confessions and a listener like a psychotherapist. Alcohol makes people become more open and allows to vent about their problems.

The bartender has to listen patiently, do not criticise, do not at laugh customers.

A good bartender is respectful of everyone and does not let everyone know that he is in a bad mood, someone annoys him or is dissatisfied with the amount of tips.



FEEDBACK INFORMATION - LISTENING TO MESSAGES

While actively listening to what the trainees have to say, pay special attention to:

- ➔ showing respect, acceptance and warmth for example when someone says they are struggling with pouring
- ➔ avoiding moralising and judging, even though the participant dropped the shaker twice when preparing a cocktails using flair.



FEEDBACK INFORMATION - LISTENING TO MESSAGES

You are not a good listener when:

- ➔ you are too concentrated on what you want to say and do not listen carefully to what others say,
- ➔ you are just waiting to get in your word in someone elses speech and present your own point of view,
- ➔ you only hear what you want to hear,
- ➔ you interrupt the speaker and finish speaking for him, distorting it to your own goals.

INTERPERSONAL COMMUNICATION

NON-VERBAL COMMUNICATION - BODY LANGUAGE



SIGNALS OF NON VERBAL COMMUNICATION

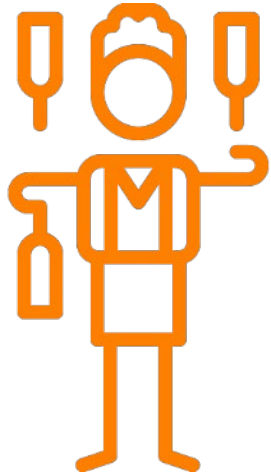


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WORK CARD 4



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INTERPERSONAL COMMUNICATION

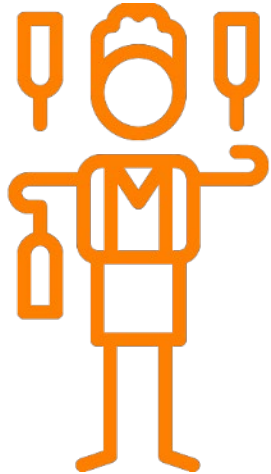


NON VERBAL COMMUNICATION- BODY LANGUAGE

Signals of non-verbal communication at work are particularly visible in people working with other people who make contacts, listen and communicate information.

Performing the profession of a bartender, barista or sommelier as well as a trainer conducting a training requires full awareness of his own body language, the ability to control it, and possible interpretations of appearance and behaviour of other people.

INTERPERSONAL COMMUNICATION



NON VERBAL COMMUNICATION- BODY LANGUAGE

The bartender has to adapt his appearance to the place where he works.

You can not allow yourself to wear a casual outfit if you want to serve guests in a luxury hotel restaurant.

Similarly at banquets and wedding receptions, where the bartenders became popular. In such places, the requirements are particularly high.

ROLES OF NON-VERBAL COMMUNICATION



- maintaining verbal communication (if a guest places an order, nod your head as a sign that you have accepted the order),
- communicating attitudes and emotions (if the course participants are bored, change the way the classes are conducted immediately, the bartenders are constantly on the move),
- self-presentation (if you explain the principles of pouring straight, act smoothly and explain what you do, it will emphasize your professionalism as a trainer),
- ritual (eg religious) (you should not refer to any religious ritual in the bar, even if the nature of this reference is to be a joke, because it can be misread).

In the transmission of feedback, body language plays the same role as in communicating messages.

INTERPERSONAL COMMUNICATION



CONTEXT READING OF NON-VERBAL SIGNALS

CULTURAL CONTEXT

The meanings of the same gestures may differ in different cultures. So if you are serving a foreign guest, consider using them wisely.

SITUATIONAL CONTEXT

Many non-verbal signals change their meaning depending on the situation in which the sender is located, eg a thumbs up can be a sign of acceptance

CONTEXT OF MUTUAL COMPOUNDS

If the interpretation of the words confirms several non-verbal signals, they become more unambiguous and reliable. If you do not like contacts with strangers then your behaviour will be dishonest and this will show.

INTERPERSONAL COMMUNICATION

READING BODY LANGUAGE

	POSITIVE SIGNALS	NEGATIVE SIGNALS
position and body movements (bartender, trainer)	freedom, naturalness, comfort, sitting and walking calmly, respecting the intimate zone	cowering, standing over someone, stiffness, shuffling legs, shuffling, getting too close, spinning
Face (bartender, trainere)	relaxed and cheerful, light smile also in the eyes, easy eye contact	dead look, intrusive staring at the interlocutor
Shoulders and arms (bartender, trainer)	moderate gestures	waving with your arms, keeping your hands still, constantly touching your face, crossing your arms, tapping with your fingers
Hands (bartender, trainer)	Open and often directed upwards	clenched fists, twisting and squeezing fingers, playing with objects or hair
Legs (trainer)	in the sitting position resting freely	crossed , swinging your legs

CAUSES OF BUILDING A BARRIER IN COMMUNICATION

Obstacles to communication are all factors hindering the exchange of information. They can be:

- ➔ differences in views, recognised values,
- ➔ ignorance of the issue,
- ➔ lack of due attention,
- ➔ the level of distrust,
- ➔ negative effects of emotions, eg nervousness, jealousy,
- ➔ discrepancy between verbal and non-verbal messages (false messages).



INTERPERSONAL COMMUNICATION

BARRIERS TO COMMUNICATION AND WAYS TO PREVENT THEM

TYPE OF BARRIER	PREVENTION
Judgment - triggers defensive attitudes	<i>Use of descriptive messages</i>
Orientation on people and yourself - suggests a willingness to control others	<i>Orientation to the problem - willingness to solve the problem together</i>
Manipulation, forcing - causes a reaction of resistance and reluctance	<i>Spontaneity in giving honest messages</i>
Indifference - leads to a rigid exchange of information	<i>Empathy - getting into the role of a listener</i>
Showing superiority - releases unfriendly attitudes	<i>Equality (partnership) indicate mutual trust and respect</i>
Overconfidence - blocks listening to other people's arguments	<i>Openness - allows you to consider new information</i>

INTERPERSONAL COMMUNICATION

SENDER!

- ➔ separate important matters from less important ones,
- ➔ talk to your partner and not about him,
- ➔ express needs, fears, feelings

RECEIVER!

- ➔ do not interrupt,
- ➔ dedicate your time and attention,
- ➔ check if you understand correctly
- ➔ provide feedback

- ➔ refrain from judging, do not arouse in the interlocutor a sense of shame or guilt,
- ➔ do not generalise too often,
- ➔ do not interpret it if someone does not want it,
- ➔ do not give "good advice" - they are good for you,
- ➔ get to know the interlocutor carefully and gently, let yourself be known.



STAFF TRAINER

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