



STAFF TRAINER

TOURISM SECTOR



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

BUILDING A CAREER PATH WAITER

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?



WAITER CAREER PATH : YOUNG PEOPLE

In order to become a waiter a student:

- ➔ Finishes their GCSEs,
- ➔ Does a BTEC in hospitality and successfully passes

WHAT IS A CAREER PATH?



WAITER CAREER PATH: ADULT

The adult himself decides about his professional career, which can include:

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

WHAT IS A CAREER PATH?

WAITER CAREER PATH: ADULT

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

- ➔ Complete courses in the qualifications of the waiter (TG.10, TG.11) and confirm these qualifications with a professional exam or,
- ➔ gain work experience as a waiter without qualification for at least 2 years or
- ➔ graduate from college or sixth form and confirm the qualification TG.10, TG.11 with a professional exam or,
- ➔ complete 1st and 2nd degree waiter courses.



WHAT IS A CAREER PATH?



WAITER CAREER PATH

An adult working in a profession who would like to expand their qualifications can complete various refresher courses and trainings, which will allow to broaden professional qualifications and professional performance of additional tasks.

In a dynamically changing reality, we all need to educate ourselves to find a place in the labour market (learning throughout life).

WHAT IS A CAREER PATH ?



WAITER CAREER PATH

In order to implement your own educational and professional development plan in the profession of a waiter, 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?
- ➔ Do I think about working in my profession or about retraining?
- ➔ Do I want to work in a large hotel restaurant or in a small but good place?



PREPARATION OF THE EDUCATIONAL AND PROFESSIONAL DEVELOPMENT PLAN

DIRECTION AND VOCATIONAL DEVELOPMENT PLAN ALSO DEPENDS ON 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 and the improvement of the quality of provided services.

In relation to an employee, this is a set of actions aimed at recognising and verifying their needs, aspirations and abilities. Then constructing a series of ventures that allow self-realisation and significant meaning and contribution to the development and standards of the operation of a catering establishment or hotel.

PREPARATION OF THE EDUCATIONAL AND PROFESSIONAL DEVELOPMENT PLAN



PREPARING A PLAN IS BASED ON:

- ➔ defining further goals (eg job positions, qualifications or competences) as possible to achieve at a given position or profession,
- ➔ indicating the necessary professional experience,
- ➔ precise determination of space-time, in which it is possible to achieve the goal set, eg to be promoted to a given position,
- ➔ 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 THE EDUCATIONAL AND PROFESSIONAL DEVELOPMENT PLAN



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

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



The basic skills of a waiter are:

- ➔ preparation of consumer halls for guest service,
- ➔ performing activities related to the service of guests,
- ➔ settlement of waiter services.



WAITRESS

- ⌚ BLACK SKIRT
- ⌚ WHITE SHIRT OR BLOUSE
- ⌚ TIGHTS
- ⌚ WAITER APRON
- ⌚ BLACK SHOES
- ⌚ JEWELLERY: WEDDING RING, SMALL WATCH

DRESS CODE



WAITER

- BLACK TROUSERS
- BLACK SHOES
- WHITE SHIRT
- BOWTIE
- BLAZER OR WAISTCOAT
- WAITER APRON
- JEWELLERY: WEDDING RING, SMALL WATCH

IMAGE OF A WAITER



THE IMAGE OF A WAITER IS INFLUENCED BY:

- ELLEGANT AND PLEASANT APPEARANCE
- THE WAY THEY WALK
- SMILE
- FRIENDLY ATTITUDE TOWARDS GUESTS
- NATURALNESS IN COMMUNICATING WITH CLIENTS

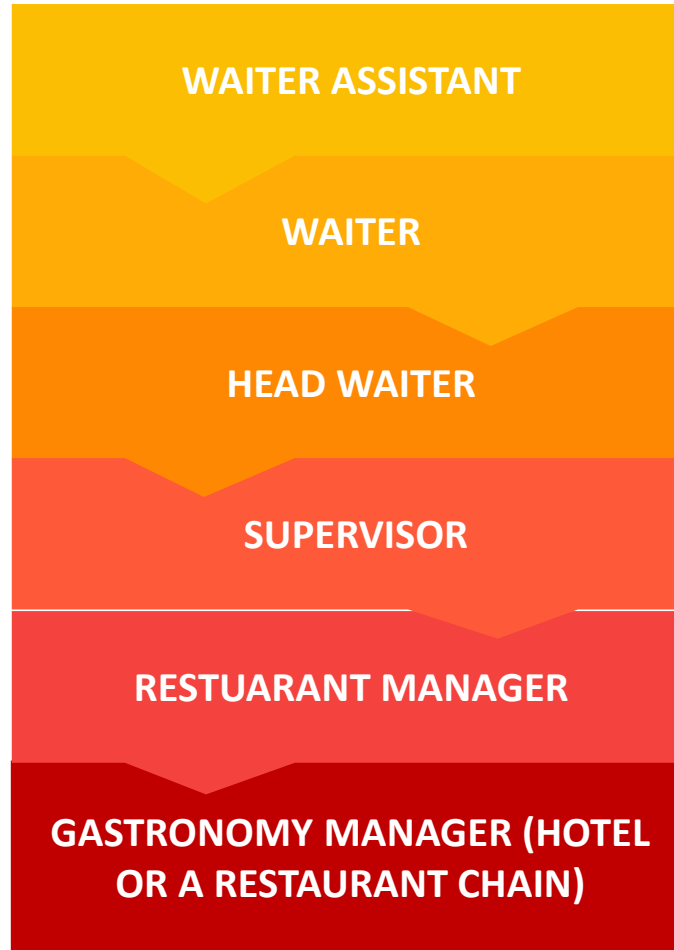
PROFESSIONAL EQUIPMENT



A WAITERS PROFESSIONAL EQUIPMENT INCLUDES:

- ☞ napkin
- ☞ multi-purpose pocket knife
- ☞ tools for receiving guest orders
- ☞ Lighter or matches
- ☞ Card machine or a purse
- ☞ Staff ID

A PROFESSIONAL-EDUCATIONAL CAREER PATH OF A WAITER



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A PROFESSIONAL-EDUCATIONAL CAREER PATH OF A WAITER

In a conscious professional-educational path there is a constant desire to develop qualifications by participating in trainings and courses.



☞ Filleting fish on the restaurant floor

☞ Waiter savoir-vivre I and II degree.

☞ Barista course I i II degree.

☞ Hydro-sommelier course

☞ Waiter course I i II degree.

☞ Sommelier course

☞ Poultry carving

☞ Proffesional banquet waiter

☞ Waiter- culinary advisor

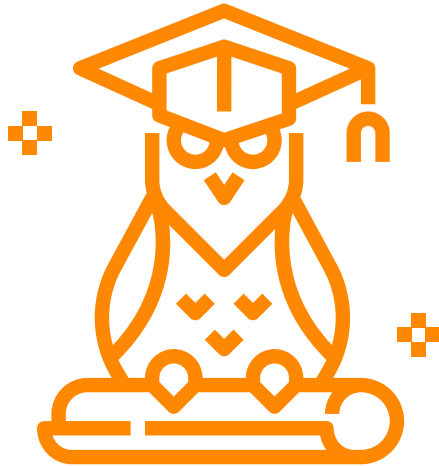
RAISING QUALIFICATION -ADULTS



RULES OF PLANNING THE EDUCATIONAL AND PROFESSIONAL PATH

- gathering and analysing information about yourself - learning about your abilities, skills, and interests, defining your predispositions, values,
- determining the type of job sought,
- recognition of the labour market,
- creating goals,
- defining the way of achieving goals,
- providing feedback on the effectiveness of your activity.

RAISING QUALIFICATION -ADULTS



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

RAISING QUALIFICATION -ADULTS



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

RAISING QUALIFICATION -ADULTS



WHILST LEARNING ADULTS GAIN BETTER RESULTS WHEN WORKING IN A GROUP BECAUSE:

- ➔ 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.

RAISING QUALIFICATION -ADULTS



RULES OF ADULT EDUCATION

Similar to the principles of teaching and learning of young people, it should be remembered that adults are more oriented towards:

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

RAISING QUALIFICATION -ADULTS



TEACHING SPECIFICATION - ADULTS

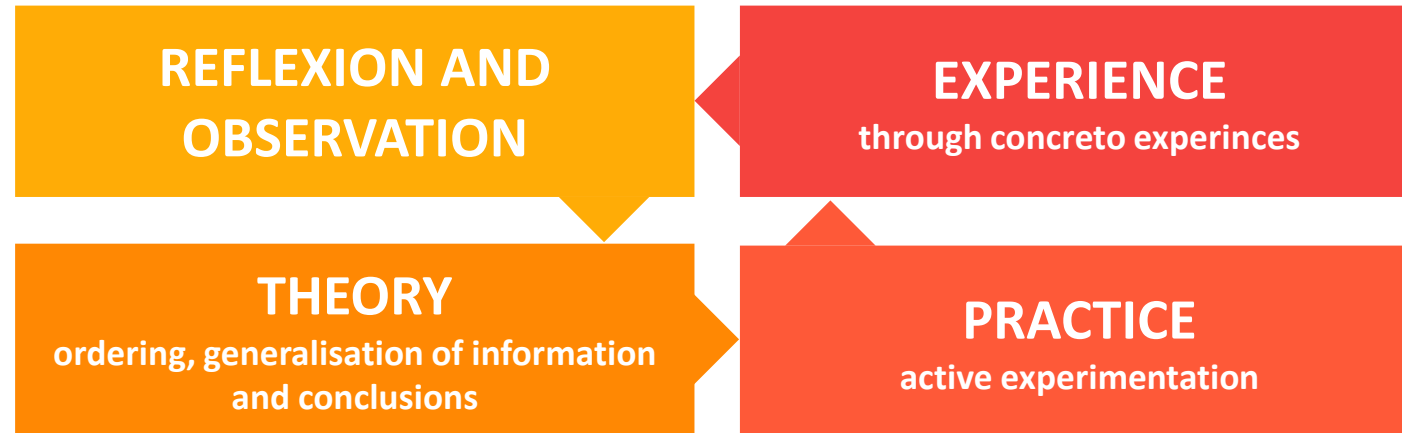
- ➔ targeting education to target groups,
- ➔ the perspectives of the trainer and participant,
- ➔ direct confrontation with the content of education,
- ➔ clear influence of emotions and motivation on the teaching-learning process,
- ➔ big need of individualisation,
- ➔ high share of self-education and self-improvement

RAISING QUALIFICATION -ADULTS

Effective educational technique, according to which achieving success in education is connected with going through four key stages of learning



KOLB'S CYCLE



The order of implementation of the individual stages of education in KOLB'S CYCLE is optional. Its effectiveness is achieved when all stages are completed.

RAISING QUALIFICATION -ADULTS



KOLB'S CYCLE

EXAMPLE: LEARNING HOW TO
FLAMEED FRUITS AT GUEST TABLE

Observation of the safe burning of fruits into the dessert and their administration by the trainer.

REFLEXION AND OBSERVATION

THEORY
ordering, generalisation of information
and conclusions

Confrontation of knowledge about the technical aspect of flambéing and its importance in improving the taste of dishes.

Flambéing of fruits under the supervision of a trainer during training.

EXPERIENCE
through concreto experinces

PRACTICE
active experimentation

Self-flambéing of fruits, vegetables, seafood and serving them outside of training.

RAISING QUALIFICATION -ADULTS



BARRIERS IN ADULT EDUCATION

- ➔ great sensitivity to criticism,
- ➔ lack of self-confidence - fear of failure, ridicule in the group forum,
- ➔ understated or over-estimated self-esteem,
- ➔ disinterest,
- ➔ lack of motivation.
- ➔ no or little visible benefits from the training being carried out,
- ➔ lack of ability to build interpersonal relationships.



BUILDING INTERPERSONAL RELATIONSHIPS IN THE TEAM. COMMUNICATING WITH PEOPLE WHO ARE IN VARIOUS PROFESSIONAL AND LIFE SITUATIONS.

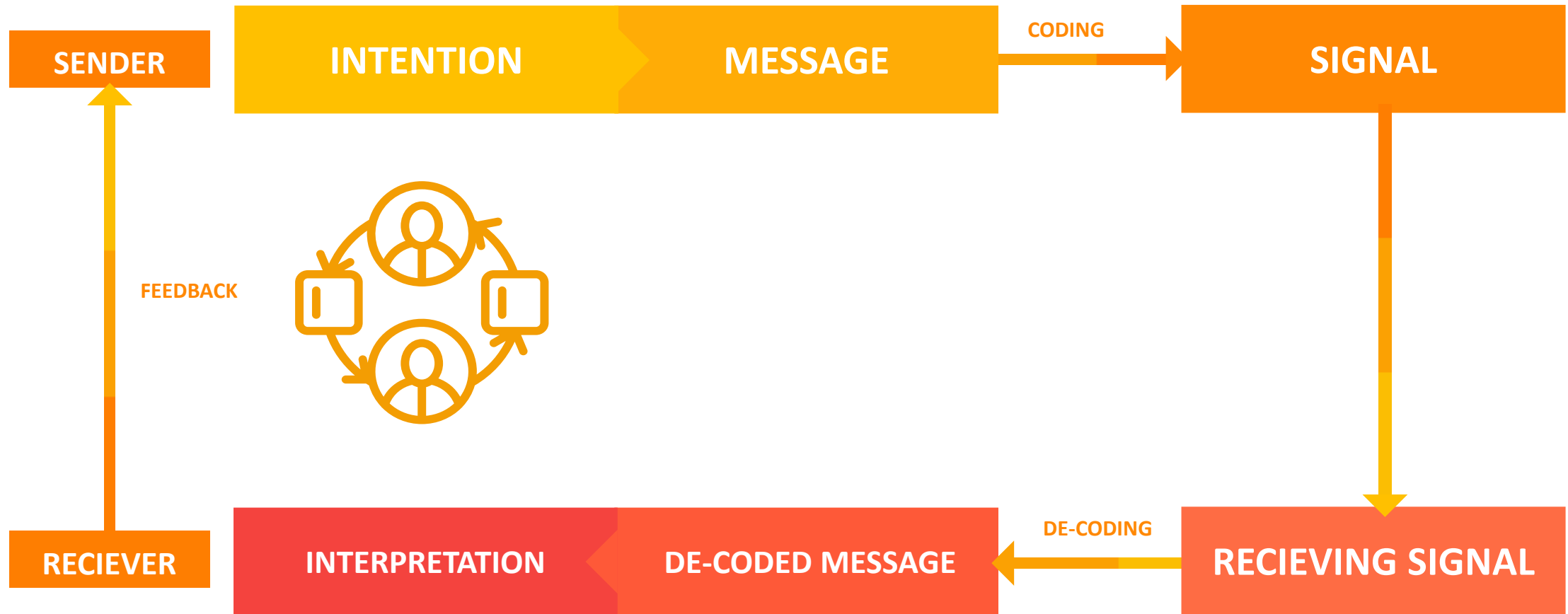
The competences that significantly affect the image and quality of the waiter's work are:

- ➔ quick contact,
- ➔ active listening,
- ➔ reading and giving feedback,
- ➔ cooperation in a team and transfer of information.

The mentioned skills should also be possessed by a trainer in order to train the participants of the training.



INTERPERSONAL COMMUNICATION



ATTACHMENT WORK
CARD 2 AND 3



PODCAST
recording no 2

INTERPERSONAL COMMUNICATION



ONE WAY COMMUNICATION

SENDER



RECIEVER

IS ADVISED :

- ➔ when the message is simple and comprehensible, eg: the trainer informs that after the break everyone has to prepare a service trolley,
- ➔ when communication must be fast, eg "Attention, please check if the cover is complete!"
- ➔ when the sender depends on the undisputed transmission of the message, eg: "Ladies and gentlemen, the break is over!"

INTERPERSONAL COMMUNICATION



GROUP WORK TWO-WAY COMMUNICATION

SENDER



RECEIVER

IS ADVISED:

- ➔ when perfection is important, eg when handling exceptional guests, e.g. VIPs,
- ➔ when the trainer wants beneficiaries to participate in something, e.g. in analysing the course of the KOLB'S CYCLE,
- ➔ when we want to get to know the point of view, eg why flambéed vegetables and fruits are tastier than those given classically,
- ➔ when the trainer wants to minimise the likelihood of error, eg incorrect table coverage.



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

INTERPERSONAL COMMUNICATION

VERBAL COMMUNICATION TECHNIQUES

Techniques that increase the visibility of the message

- ➔ Example – yesterday when flambéing cherry for a dessert, it happened to me ...
- ➔ Comparison - These caramelised fruits were just as the most sophisticated dessert ...
- ➔ Illustration – Inelegant waiter is the terror of guests ...
- ➔ Narration – Once you get through the room, before you start presenting the flambéed dessert to guests on plates



VERBAL COMMUNICATION TECHNIQUES

Techniques that increase the clarity of the message

- ➔ Repetition – "Water should be poured into the glass, definitely and efficiently. It is necessary to pour water on the wall of the glass, with a determined motion"
- ➔ Strengthening – "I explained to my colleague that he would improve the arrangement of tableware, I asked ..."
- ➔ Appeal – "You can not afford to have inappropriate attention during customer service or taking orders."
- ➔ Quotes, proverbs – Should be used in individual situations.



VERBAL COMMUNICATION TECHNIQUES

Techniques for increasing tension

- ➔ Contrast – You must speak and note while serving guests.
- ➔ Chain – If you can serve flambéed fruit then you are a good waiter. If you can prepare them for guests, then you are a better waiter. If you can effectively sprinkle them with alcohol and light up for guests and give a burning dessert then you are a very good waiter.
- ➔ Surprise – I am also for shortening the workshops, but I think that we should do all the exercises correctly.
- ➔ Preview – And after the break surprise! I have prepared something special for you. We will flambé fruit for the dessert.

INTERPERSONAL COMMUNICATION



VERBAL COMMUNICATION TECHNIQUES

Techniques that improve the aesthetic impression

- ➔ **Word play** – Do not throw a napkin on the table. Lay it elegantly.
- ➔ **Alusion** – You know what behaviour I meant.
- ➔ **Hyperbole** (intended exaggeration) - And when you give dirty cutlery, they will land on your head.
- ➔ **Paradox** – What is cheap is expensive. These fish cutlery are not good for anything.

INTERPERSONAL COMMUNICATION



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 in the venue 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



PODCAST
2

INTERPERSONAL COMMUNICATION



FEEDBACK INFORMATION - LISTENING TO MESSAGES

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

- showing respect, acceptance and warmth (eg when someone says that the waiter in a large restaurant is just starting to work, and previously worked only serving events such as weddings or banquets and can not lead a conversation freely,
- avoiding moralising and judging, even though the participant did not listen attentively to your instruction and improperly arranged dinnerware.



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



ATTACHMENT
WORK CARD 4



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INTERPERSONAL COMMUNICATION



NON-VERBAL COMMUNICATION- BODY LANGUAGE

Signals of non-verbal communication in professional work are particularly visible in people working with other people, establishing contacts, listening and transmitting information.

Performing the job of a waiter and trainer conducting training requires full awareness of the body's own speech, its reception from other people and the ability to control it.



THE MEANING OF NON-VERBAL COMMUNICATION

- ➔ maintaining verbal communication (advising the choice of wine to a meal, indicate where it is located in the card, so that the customer could be oriented in the price, emphasize with facial expressions and gestures of its advantages),
- ➔ communicating attitudes and emotions (if the participants of the training stop listening to you and take care of something else, then for a moment you have to change the subject, tell a joke, anecdote or take a break),
- ➔ self-presentation, (if you show flambéing of fruits, stand straight, do things efficiently and at the same time explain what you do, it emphasizes your professionalism as a trainer),
- ➔ ritual (for example, religious or covering the table).

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 clenched hands can be a signal of aggression, a sign of encouraging someone or a playful gesture.

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 recommend something to guests, emphasize it with facial expressions and a balanced gesture.

INTERPERSONAL COMMUNICATION

READING BODY LANGUAGE

	POSITIVE SIGNALS	NEGATIVE SIGNALS
position and body movements (waiter, trainer)	Relaxed silhouette, naturally upright, sitting and walking calm, respecting the intimate zone of the other person	covering, standing over someone, stiffness, shuffling legs, shuffling, getting too close, spinning
Face (waiter, trainere)	relaxed and cheerful, light smile also in the eyes, easy eye contact	dead look, intrusive staring at the interlocutor
Shoulders and arms (waiter, trainer)	moderate gestures	waving with your arms, keeping your hands still, constantly touching your face, crossing your arms
Hands (waieter, trainer)	open	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

TOURISM SECTOR



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**GO TO NEXT
MODULE MATERIALS**

