STAFF TRAINER

TOURISM SECTOR

Erasmus+

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

PREPARING TRAINING (2)
WAITER

4

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WYŻSZA SZKOŁA
TURYSTYKI I EKOLOGII

LAKE BALATON DEVELOPMENT COORDINATION AGENCY

AIM OF TRAINING PREPARATION

THANKS TO PREPARING TRAINING WHICH INCLUDES THE AREA OF GROUP WORK METHODS AND USING APPROPRIATE RESOURCES, THE TRAINER WILL MAKE IT EASIER FOR THE PARTICIPANTS TO ACHIEVE THE SET GOALS.

IN ORDER FOR THIS TO BE POSSIBLE, THE TRAINER SHOULD TAKE MANY ELEMENTS INTO CONSIDERATION.
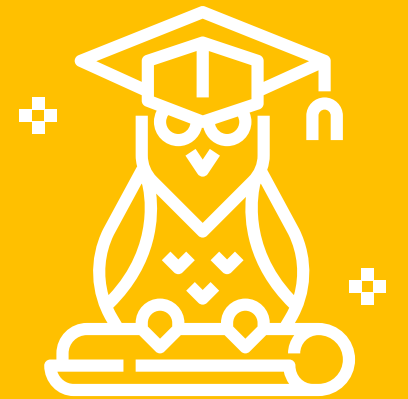
PODCAST
Recording no 1

AIM OF TRAINING PREPARATION

THIS MODULE IS BASED ON TRAINING PREPARATION FROM THE TECHNICAL SIDE AND TOOL SELECTION.

IT WILL FOCUS ON SELECTING METHODS OF GROUP WORK AND DIDACTIC RESOURCES.
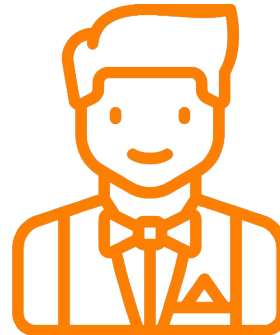
EFFECTIVE TEACHING

YOU LEARN THROUGH WHAT YOU…

- SEE
- HEAR
- TASTE
- SMELL
- TOUCH

- DO
- IMAGINE
- FEEL
- THINK

EFFECTIVE TEACHING

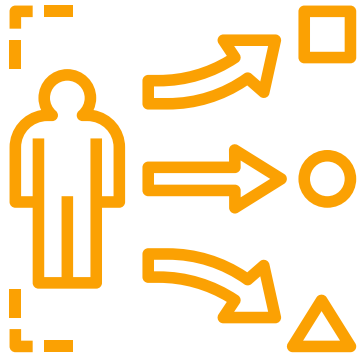**YOU KNOW WHAT YOU HAVE TO LEARN BUT HOW TO DO IT BEST?**

In order to transfer new knowledge to the waiters on French service, the trainer should know that the effect depends on the ways of transferring and accepting knowledge.

We learn from :

➡ What we read - 10%,

➡ What we hear - 20%,

➡ What we see - 30%,

➡ What we see and hear - 50%,

➡ What we say - 70%,

➡ What we say and do - 90%.

EFFECTIVE TEACHING

HOW TO RECOGNISE TYPES OF LEARNERS?

VISUAL

Usually sits straight and follows the lecturer with his eyes. To recall information, he often recreates the image associated with it

AUDITORY

He can repeat words silently or nod. In order to remember the information, he "is listening to the recording in his head

KINESTHETIC

usually it sits comfortably on a chair, sways or moves in a different way

TACTILE

likes to play with various objects while listening, can also play with hair or rub his hands

KINESETHTIC AND TACTILE ARE OFTEN REFFERED TO AS THE „ACTIVE'' TYPE

**YOU KNOW WHAT YOU HAVE TO LEARN.
BUT HOW TO DO IT BEST?**

EXAMPLE DOCUMENTS
Work card 1

DURING A FRENCH SERVICE TRAINING COURSE:

→ **A visual learner** will benefit the most from a visual or cinematic presentation showing how meals are served, as well as observing colleagues at work and remembering what he is doing

→ **A listener** will benefit most from the commentary to the presentation, lecture, and instruction preceding the exercise of the French service

→ **An active learner** will benefit the most from participation in the presentation of the French service, independent implementation of the role of both waiters participating in the service, or in the simplified version - by presenting the dish and serving it to the guest so that he comfortably puts it on the plate.

**EACH OF THE PARTICIAPANTS HAS ALL OF THE LEARNING STYLES COMBAINED.**
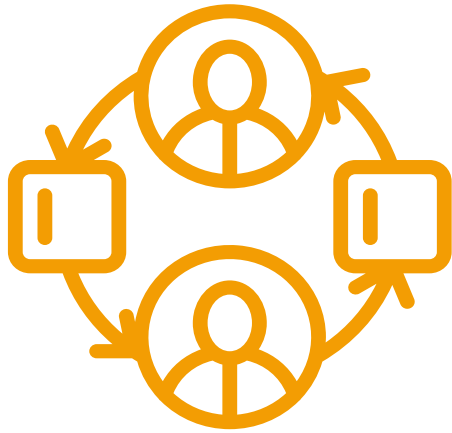
Regardless of their interests, predispositions and experiences, participants of different waiter degree courses, as well as specialist courses, eg in the area of taste consultancy or suggestive sales, use all kinds of knowledge and skills.

Differences between learners depend on different proportions in the participation of individual types of reception and, in general, the domination of one of them.
That's why you always need to remember to keep the right proportions between the different types of reception and learning.

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EFFECTIVE TEACHING

The trainer should remember that training in the scope of any form of service, selection of wine for dishes, preparation of banquet halls, suggestive sale, boning and other skills needed in this profession, he must :
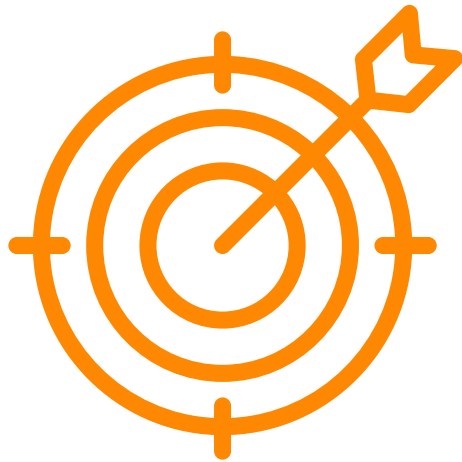
- ➡ discuss and explain what they are about,

- ➡ show how it's done,

- ➡ guide participants during the self-fulfillment of the task,

- ➡ provide them with access to training materials,

- ➡ allow to take notes, ask questions and exchange of opinions.

METHOD SELECTION

EXPOSITORY METHODS

They are traditional methods of transferring knowledge to adults and young people.

Focusing on what you hear does not last long.

Remember that listeners will only remember around 20% of what you said in the lecture.

EXAMPLE DOCUMENTS
Work Card 2

PODCAST
Recording no 1

METHOD SELECTION

EXPOSITORY METHODS MOST OFTEN USED IN TRAINING

LECTURE
verbal information transfer
Eg the information on how to oprate a card machine

DISCUSSION
A discussion with participants of the training and referring to their knowledge and experience
e.g. About how to set out the tables for a party

NARRATIVE
Verbal presentation of some action or event
Eg. Resolving a conflict between guests
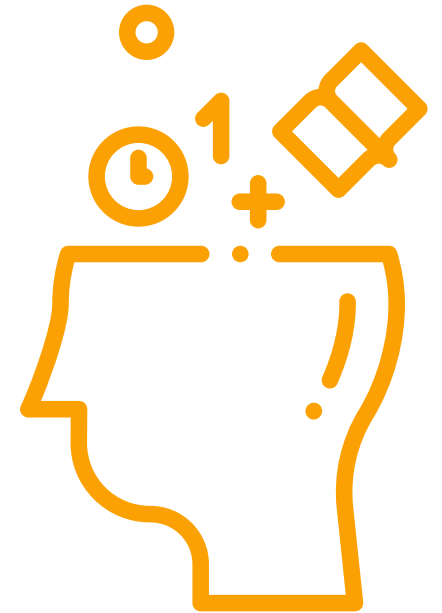
METHOD SELECTION

EXPOSITORY METHODS MOST OFTEN USED IN TRAINING

➔ **DESCRIPTION**   characterisation of objects, phenomena, activities unknown to participants – e.g. The steps of separting the fish filet from the bone

➔ **ANEGDOTE**   short story about some funny or unusual event, ended with a surprising, witty point

➔ **INSTRUCTION**   explanation for understanding the phenomenon,
Eg is it possible to flambeed ice cream

PROBLEM METHOD

Require the greater involvement of the participants than expository methods due to the requirement to solve problems set up by the trainer.
The effectiveness of these methods is much greater than the expository method because the listeners actively particpate in searching for possible solutions to the problems.

EXAMPLE DOCUMENTS
Work Card 3 and 4

PODCAST 1

METHOD SELECTION

PROBLEM METHOD

→ PROBLEM LECTURE	Lecture consisting in proposing a problem by the trainer and then pointing out possible solutions and consequences, for example: the client requested that the tables are set out in a way that allows all guests to see each other however the number of the guests makes it impossible in a given hall.
→ CONTROVERSIAL → LECTURE	It consists in interleaving it with the participants' statements or carrying out their tasks E.g. After carrying out the French seafood service for an appetiser, it is required to go to the English service of the main show. Participants ask what to pay attention to efficiently in order to change the form of the service and ensure smooth operation, despite mixing two very demanding styles of the service.
→ CLASSIC PROBLEM METHOD	It consists in solving the problem situation by the learners themselves and indicating possible solutions, e.g. *The leader describes a situation where the waiter gets knocked over by a guest during a standing service party.*

METHOD SELECTION

ACTIVATING METHODS
MOSTLY USED AT TRAININGS AND COURSES

➜ CASE AND SITUATIONAL METHODS
rely on presenting participants with a description of a case or situation and motivating them to evaluate events, indicating possible solutions, eg the guests order a mid rare stake however, he receives a rare steak and complains to the waiter. How should the waiter behave?

➜ DIFFERENT TYPES OF DISCUSSION
they rely on the exchange of ideas and views on a given topic in a different way, they support both substantive training and social competences, eg. What are the current difficulties in the professional development of waiters and how can they be solved for the benefit of them?

➜ PRACTICAL METHODS
rely on practicing practical exercises including new professional tasks. They are discussed later.

PROBLEM METHODS - ACTIVATING

➡ they are the best methods for gaining knowledge and skills, because they involve more senses than sight and hearing,

➡ when they are used learning is active.

METHOD SELECTION

PROGRAM METHODS

The most important element of this kind of teaching is a proper computer program, in which a properly ordered set of commands is contained.

The execution of the command may be conditioned by the execution of the previous one. This process does not have to involve a trainer.

AN EXAMPLE:
designing the lay out of the banquet hall before the organisation of a large reception, with the use of computer simulation

METHOD SELECTION

DEMONSTRATING METHODS
(involving mainly the sense of sight) **DEMONSTRATING METHODS**
(involving mainly the sense of sight) used during training courses

➔ **SHOWS**   they rely on the presentation of the way the task is performed, eg the trainer shows how a French service should run

➔ **FILMS**   they are particularly useful when the training conditions differ significantly from the actual ones in which the vocational training tasks are to be performed or when they do not allow to conduct a demonstration or exercises
Eg. A presentation of preparation and service of an American Banquet with a large number of guests

METHOD SELECTION

DEMONSTRATING METHODS
(involving mainly the sense of sight) **used during training courses**

SCENES

used mainly during the training of social competences, they show possible responses and behaviours of people e.g different types of clients and behaviours during a visit to the restuarant

EXHIBITIONS

they are extensive expositions, organized mainly at trade fairs and competitions e.g an exhibions on modern ways of decorating tables for parties

METHOD SELECTION

PRACTICAL METHODS

It is a group of activating methods. They involve doing activities that are to be mastered. These methods have the best effect, because they combine the verbal message, imagery and participant's independent work. Thanks to it, you can gain knowledge and skills in a gradual way, by carrying out the activities from the easiest to the most complex ones.

EXAMPLE DOCUMENTS
Work card 2

PODCAST
Recording no 1 and 2

METHOD SELECTION

STAFF TRAINER
TOURISM SECTOR

PRACTICAL METHODS
Most often used in training of waiters

➡ **SHOW WITH EXPLANATION**

Connecting the show with explanations regarding the presented object or phenomenon, e.g the lay out of cutlery in relation to serving dinner containing several courses

➡ **SHOW WITH INSTRUCTIONS**

a combination of a demonstration explaining how to proceed and the order in which the activity is carried out, e.g. a high-class bottle opener demonstration with instructions on how to use it

EXAMPLE DOCUMENTS
Work card 2

PODCAST
Recording no 2

METHOD SELECTION

**PRACTICAL METHODS
Most often used in training of waiters**

➡ **COURSE, LABORATORY AND PRODUCTION EXERCISES**

practical execution of professional tasks in contractual, low-simulated and real conditions, eg *preparing a Viennese breakfast , guest service in different situations, filleting the fish*

➡ **PROJECT METHOD**

development of a service, system or object design along with relevant information
E.G. Preparing a banquet for the Jubilee of the Polish Theater

METHOD SELECTION

PRACTICAL METHODS – action learning

The action learning method is constructed "vice versa". It focuses on the analysis of actions already taken, from which knowledge emerges leading to the improvement of skills and quality of future behaviours.

This analysis includes answering questions: **WHERE? WHO? WHEN? WHAT? WHY? HOW MUCH? HOW MANY?**

For example: *after observing the French service of venison (or during the observation of a recording), you should point out:*

➔ all correctly performed activities,

➔ all errors noticed,

➔ how many of them were

➔ why they were committed,

➔ what to do to avoid them in the future.

METHOD SELECTION

PRACTICAL METHODS

JUST DO IT!

- → You learn how to speak by speaking
- → You learn how to walk by walking
- → You learn how to drive by driving
- → You learn proffestional tasks of a waiter by performing them

THAT'S WHY:

- → you learn to present wine - present all the bottles you have at hand,
- → you learn French service - serve.

METHOD SELECTION

SELECT TRAINING METHODS

Each issue can be presented using different methods. Choose and use the ones that:

- give the best results in terms of achieving the goals set,
- take into account the diversity of participants,
- are adapted to the nature of the training,
- let you create a good atmosphere,
- guarantee a reliable message,
- can be used under certain conditions.
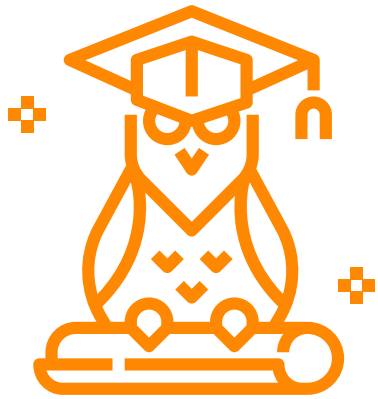
DIFFERENT TRAINING METHODS DO NOT EXCLUDE EACH OTHER.

IF YOU SEE THAT CONNECTING THEM WILL BE EFFECTIVE, DO IT.

THANKS TO THIS, YOU WILL GET A BETTER DYNAMIC OF WORKSHOPS AND WILL STRONGLY DIRECT THE PARTICIPANTS' ATTENTION TO THE ISSUE YOU ARE DISCUSSING.

DIDACTIC RESOURCES

DIDACTIC RESOURCES

THESE ARE THE SPECIFIC OBJECTS WHICH FACILITATE THE PROCES OF GAINING AND TRANSFEERING OF SKILLS AND KNOWLEDGE.

They can fulfill their task of facilitating learning if they:

- ➡ trigger certain stimuli
- ➡ Have a teaching function,
- ➡ Are close to reality
- ➡ Are consistent with the content and purpose of the message

DIDACTIC RESOURCES

TEACHING AIDS

TECHNICAL AIDS

LEARNING MATERIALS

PEDAGOGICAL WORKING AIDS

DIDACTIC RESOURCES

TEACHING AIDS

VISUAL

- graphic (maps, charts)
- pictorial (illustrations, photographs)
- books

Example: A diagram of table lay out

SPATIAL

- static (exhibits, models)
- movable (exhibits, models)

Example:a correctly set out table

DIDACTIC RESOURCES

TEACHING AIDS

VISUAL

SLIDES

➜ e.g. a slide show on health and safety rules when flambeeing dishes

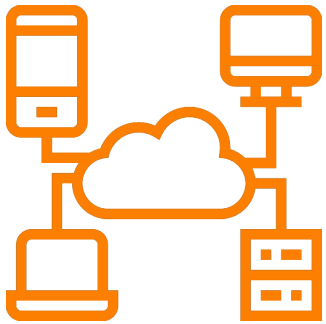➜ PRINT OUTS

➜ E.g. menus

AUDITORY

RECORDINGS

➜ e.g. A conversation with a client ordering food

AUDIO-VISUAL

FILMS

➜ E.g. preparing a hall for a banquet

➜ **PROGRAMS**

➜ e.g. a report on serving an organised group

DIDACTIC RESOURCES

TECHNICAL AIDS

COMPUTER

- ➡ **INTERNET**
- ➡ **MULTIMEDIA PRESENTATIONS**

RECORDING

- ➡ **CAMERA**
- ➡ **VIDEO CAMERA**
- ➡ **DICTAPHONE**
- ➡ **TAPE RECORDER**

PLAYERS

- ➡ **MULTIMEDIA**
- ➡ **CD**
- ➡ **DVD**
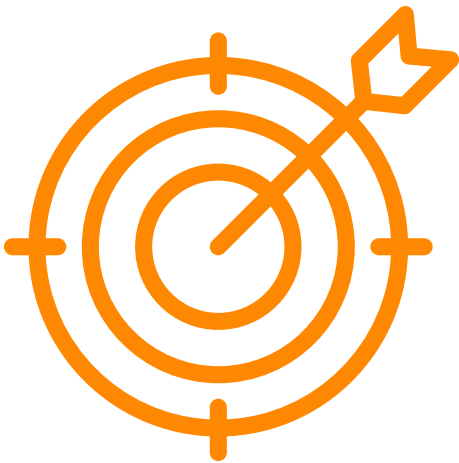
DIDACTIC RESOURCE CHARACTERISTICS:

- Resources which are visual should be clear, highlighting the details you need,

- Exhibitions and models should be close to reality,

- Print out materials should relate only to the subject of the training,

- Recorded materials should be of good quality, clear and without any unnecessary background noises

- Films and short programs which from a few to several minutes,

- multimedia presentations clear, clearly visible, without excess text,

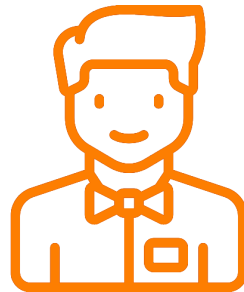- technical means efficient, adapted to the training conditions

DIDACTIC RESOURCES

PEDAGOGICAL WORKING AIDS

MACHINES AND DEVICES
for example: for example, a coffee machine that boils water, grinds coffee, dispenses it, brews and pours and froths milk, ice cube maker

TOOLS
for example: wine and bottle openers

ITEMS / RAW MATERIALS
e.g. drinks, dishes, plates

INSTRUMENTS
e.g. carving knife, cutlery for French service

MUTUAL SUPPORT OF METHODS AND DIDACTIC RESOURCES

A GOOD WAY TO COMPOSE METHODS AND MEANS OF TEACHING, SO THAT THEY WOULD SUPPORT EACH OTHER AND COMPLEMENT EACH OTHER, IS THE BASIS FOR THE PREPARATION AND IMPLEMENTATION OF THE TRAINING.

Good preparation will allow you to reliably conduct training and provide participants with the necessary knowledge and skills, and most importantly - guarantee you achieve the desired learning outcomes.

PODCAST
Recording no 1 and 2

SELECTING METHODS AND DIDACTIC RESCOURCES- EXAMPLES

THE APPLICATION OF EXPOSITORY METHODS IN THE "FRENCH SEVICE" TRAINING COURSE.

You can start from telling about elegant service methods. To present the course of the service, use an information lecture interleaved with an interesting description.

In order to illustrate the lecture you can use: a movie or several slides from a multimedia presentation. Do not forget about barriers to perception - if you speak too long, you lose track of the listeners, tell anecdotes about the course of the service, relax the atmosphere and allow you to re-catch the attention of the participants of the training.

EXPOSITORY METHODS

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TOURISM SECTOR

APPLICATION OF PROBLEM METHODS IN THE TRAINING "FRENCH SERVICE "

Provide a description of the situation when you and your colleague where serving lamb to the guests.

Provoke a brainstorming discussion

You can show a fragment of a similar situation on a film reconstructed from the Internet using a computer or a player.

PROBLEM METHODS

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TOURISM SECTOR

APPLICATION OF PRACTICAL METHODS IN THE TRAINING "FRENCH SERVICE"

Prepare a meat dish and side orders. With the application of presentation with explanation explain to the listeners how to lift the tray by performing the roles of one waiter, and then present how the second waiter serves a dish from the tray.

Then do the presentation with the instruction to get involved in the participants' show. Ask one of them to lift the dish, and then serve it to the guests plate, in which the next participant can play the role.

In addition to the dishes and side orders, to perform the exercise you will need equipment: cutlery for service, platter, tableware and table linen - so-called. work items.

PRACTICAL METHODS

STAFF TRAINER — TOURISM SECTOR

APPLICATION OF **PRACTICAL** METHODS IN THE TRAINING "FRENCH SERVICE"

Now it is time for the participants to take part in the exercise - each of them is supposed to play the role of the waiter holding the platter, and as the waiter serving the dish . Each participant must have access to exactly the same teaching aids you used during the show.

While doing exercises, do not forget to closely watch the participants and give them your comments about what they are doing.

PRACTICAL METHODS

STAFF TRAINER
TOURISM SECTOR

APPLICATION OF PRACTICAL METHODS IN THE TRAINING "FRENCH SERVICE"

Based on the observation of direct or filmed participants during work using a camera, you can use the action learning method.

To do this, the participants should analyse the implementation of the exercise by answering the following questions:

- ➲ **Who did the exercise right?**

- ➲ **What errors were noted?**

- ➲ **Why did they happen ?**

- ➲ **How to avoid them in the future?**

PRACTICAL METHODS

GO TO THE NEXT MODULE MATERIALS