

STAFF TRAINER

TOURISM SECTOR



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

PREPARING TRAINING(1) WAITER

3

AIM OF TRAINING PREPERATION



- ➔ Thanks to the correct preparation of the training, the trainer will fulfil his task, which will enable the participants to achieve the assumed effects.
- ➔ To achieve this, you should take into account a number of elements.



WHAT ELEMENTS SHOULD BE PREPARED?



SUBSTANTIVE SIDE

- Set a main goal and specific training goals in connection with the diagnosed training needs.
- Prepare concepts and keywords in the field of training.



METHODOLOGY SIDE

- Adapt methods and techniques of training and teaching resources to the designated goals, opportunities and preferences of participants.
- Define the rules and methods of cooperation with the group.
- Plan the training time.

PREPARING TRAINING FROM THE SUBSTANTIVE SIDE



SUBSTANTIVE SIDE

WHERE TO START?

WHEN YOU KNOW THE THEME OF TRAINING, START FROM THE CONSIDERATION AND THINKING THROUGH THE FOLLOWING ELEMENTS



- ➔ What is the purpose of the training?
- ➔ What do the participants need?
- ➔ If it is a 1st degree waiter course, participants may not have a professional experience in this field.
- ➔ If it is a second-level waiter course or training for waiters, then participants already have a professional experience.
- ➔ What can you teach the training participants?
- ➔ Which elements of knowledge and experience should be passed on to participants and which ones should not?
- ➔ What form of workshops is the best?
- ➔ What to do to give the participants maximum benefit?



PODCAST 1

WHERE TO START ?

YOU WERE ASKED TO CONDUCT
TRAINING FOR WAITERS ON THE
TOPIC OF
"SPECIAL SERVICE OF
WHOLE ROASTED FISH"

Begin by making a list of known and unknown elements influencing the implementation of the training.

You should analyse your substantive preparation and organisational issues, and then answer the following questions:

➡ WHAT DO I KNOW?

➡ WHAT DO I NOT KNOW?



WHAT DO I KNOW ?

*EXAMPLES IN THE SCOPE OF
THE GIVEN TRAINING TITLE*

SUBSTANTIVE SIDE

- ➔ what is the special service as an above-standard form of customer service,
- ➔ what are the differences in the service of different species of fish,
- ➔ what is the service of roasted fish,
- ➔ what tableware should be prepared on the guest table,
- ➔ Which wine types should be recommended to guests for certain species of fish.

ORAGNISATIONAL SIDE

- ➔ my listeners may not have the knowledge of theoretical foundations,
- ➔ my listeners may not have any experience in the selection of tableware,
- ➔ they may not have experience in the area of wine recommendation for the menu and increase in sales results.

WHAT DO I KNOW?

*EXAMPLES IN THE SCOPE OF
THE GIVEN TRAINING TITLE*

SUBSTANTIVE SIDE

- ➔ what is the construction of fish,
- ➔ how to fillet the baked fish,
- ➔ how to serve baked fish,
- ➔ what equipment and utensils are needed for this,
- ➔ I should present participants with a professional task execution,
- ➔ each participant should practice the task in class.

ORGANISATIONAL SIDE

- ➔ my listeners have varied experience in the work of the waiter,
- ➔ each participant must have his or her own workstation prepared,
- ➔ I can train 8-10 people at the same time,
- ➔ the training will last 6 hours,
- ➔ where the training will take place.

WHAT DO I NOT KNOW?

*EXAMPLES IN THE SCOPE OF
THE GIVEN TRAINING TITLE*

SUBSTANTIVE SIDE

- ➔ Do the listeners have theoretical foundations necessary in the profession of a waiter?
- ➔ Did they have previous experience in the field of restaurant service?
- ➔ Have they previously filleted a fish?
- ➔ Have they served roasted fish before?
- ➔ What difficulties will occur during the exercise?
- ➔ How to adjust the material to the time and needs of participants?

ORGANISATIONAL SIDE

- ➔ Will I be able to consolidate my knowledge and transfer it efficiently?
- ➔ Will I be able to prepare good raw materials for exercises?
- ➔ What to focus on to maximise the effectiveness of the training?
- ➔ How to organise a course of work to deplete the topic at a given time?
- ➔ Who will help me organise the training?

DETERMINATION OF THE TRAINING AIMS



Determination of the training aim is based on the clarification of what parts of knowledge and skills the participant of the training should acquire and develop.

The answer to this question is the **MAIN GOAL OR EXPECTED EDUCATIONAL EFFECT**, which determines the result of the implementation of the entire training program.



ATTACHMENT
WORK CARD 1



PODCAST
1

DETERMINATION OF THE TRAINING AIMS



**TO ACHIEVE THE MAIN GOAL OF THE TRAINING,
A PARTICIPANT SHOULD RECEIVE SPECIFIC KNOWLEDGE
AND CHARACTERISTICS WHICH ARE GIVEN AND IN
SPECIFIC STEPS OF TRAINING FROM BASICS TO
ADVANCED ELEMENTS.**

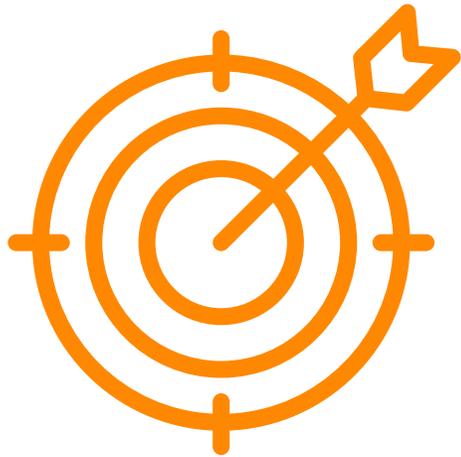
They are:

SPECIFIC TRAINING OBJECTIVES

(educational outcomes)

EXAMPLE

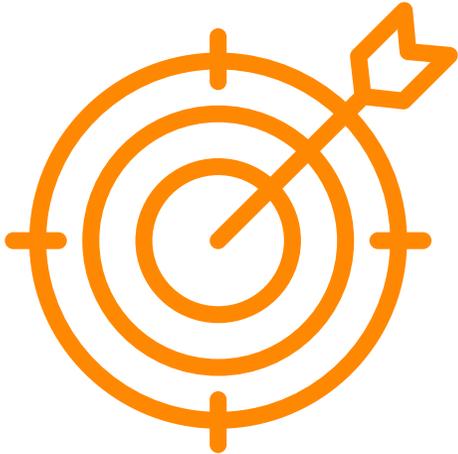
After completing the training on „ Special service of a whole roasted fish” the participant should know:



- ➔ **PRINCIPLES OF THE SPECIAL SERVICE**
- ➔ **EQUIPMENT REQUIRED FOR THE EXECUTION OF A SPECIAL SERVICE**
- ➔ **COMPOSITION OF A TABLE AND TABLEWARE FOR A SPECIAL SERVICE**

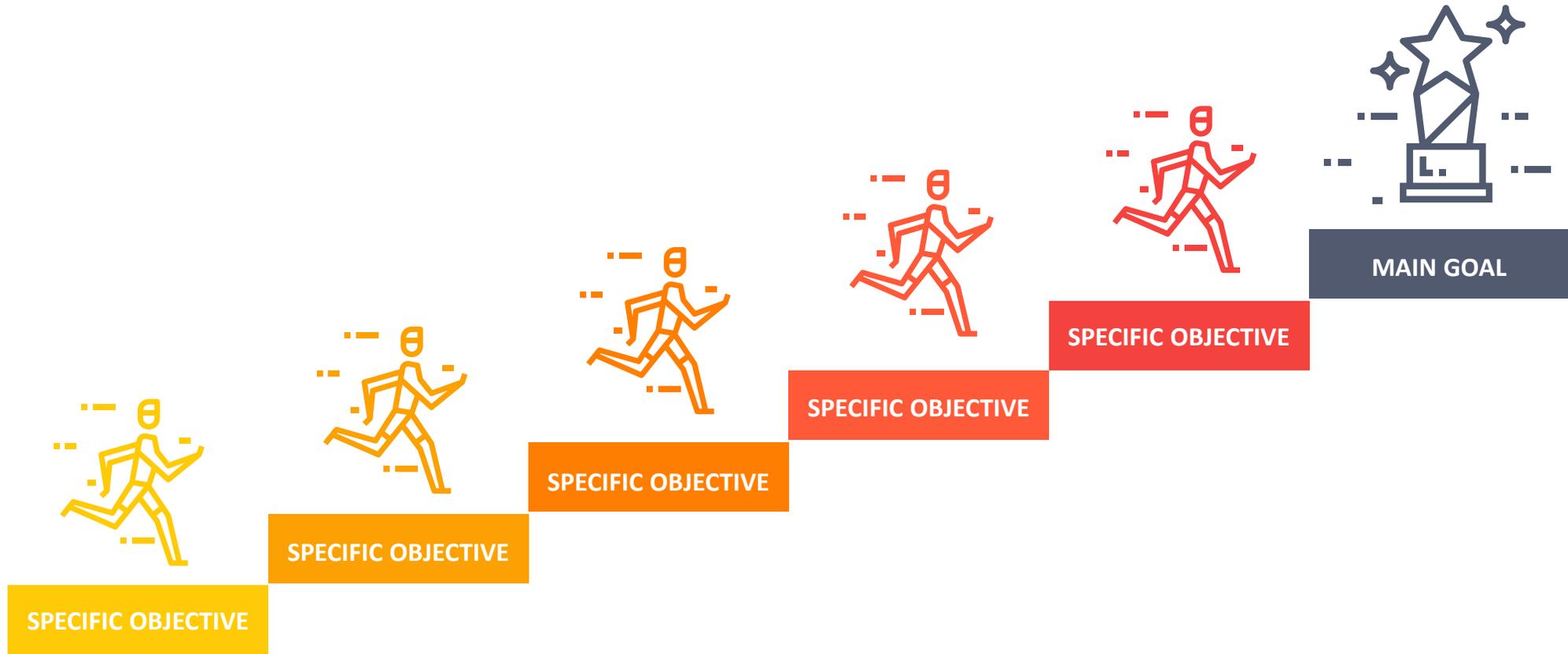
EXAMPLE

After completing the training on „ Special service of a whole roasted fish” the participant should be able to:



- ➔ **PREPARE A WORK POSITION TO PERFORM THE TASK**
- ➔ **PREPARE A GUEST TABLE**
- ➔ **USE YOUR RESTAURANT FACILITIES TO EXECUTE A TASK**
- ➔ **CARRY OUT A SPECIAL SERVICE OF A WHOLE ROASTED FISH**

DETERMINATION OF SPECIFIC OBJECTIVES



ATTACHMENT
WORK CARD 1



PODCAST 1

DETERMINATION OF SPECIFIC OBJECTIVES

TO CARRY OUT A SPECIAL SERVICE OF THE WHOLE FISH , YOU NEED TO KNOW:

- ☞ how to set a table,
- ☞ what is needed for the service (equipment, tableware),
- ☞ how the fish is built and what fish is served in its entirety,
- ☞ what additives and drinks to recommend to fish,
- ☞ how to talk to a restaurant guest,
- ☞ what types of behaviours can be presented by guests,
- ☞ how to respond correctly to customer behaviour, including difficult customers.





TO CARRY OUT A SPECIAL SERVICE OF A WHOLE BAKED FISH , YOU NEED TO BE ABLE TO :

- ➔ carry out a proper conversation with the consumer,
- ➔ set a table for guests,
- ➔ use the right equipment and tools,
- ➔ efficiently and accurately perform the individual activities from the preparation of the workplace to serving the dish,
- ➔ maintain constant contact with supported guests,
- ➔ control the stress.



ATTACHMENT
WORK CARD 1



PODCAST 1

CHOOSING CONTENT AND SKILLS



THE CONTENT AND SKILLS MUST BE SUBJECT TO THE ASSUMED GOALS

If the overriding goal is to transfer knowledge - the content can be detailed and broad.

If the main goal is to develop skills - content should be selected in terms of their use in real conditions, and skills expanded.

In the work of the waiter, the emphasis is on practical skills, omitting the necessary theoretical foundations, recognising them as obvious

CHOOSING CONTENT AND SKILLS



**CONTENT OF EDUCATION AND SKILLS MUST BE
SUBJECT TO ASSUMED OBJECTIVES**

ATTENTION:

In the work of the waiter the emphasis is put on practical skills, but one should not omit the necessary theoretical foundations.

EXAMPLE



IN ORDER TO KNOW HOW TO FILET A FISH DURING SPECIAL SERVICE, THE PARTICIPANTS NEED TO KNOW THE :

- types of fish,
- differences in the firmness of fish meat,
- types of kitchen knives,
- health and safety at work rules.

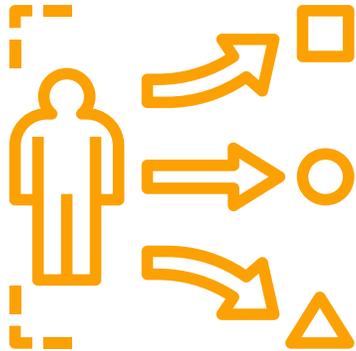
EXAMPLE



IN ORDER TO FILET A BAKED FISH IN FRONT OF A GUEST, THE PARTICIPANTS DO NOT NEED TO KNOW:

- ➡ the distribution of fish stocks and methods of fishing,
- ➡ environmental conditions of life of particular fish species,
- ➡ the characteristics of steel used to produce knives,
- ➡ nutrient content in 100 g meat of different fish.

CHOOSING CONTENT AND SKILLS



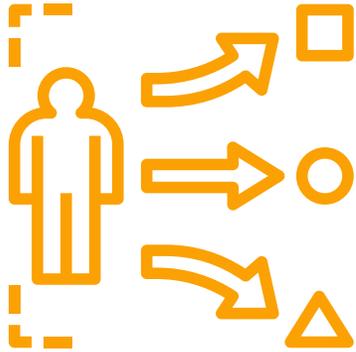
THE KNOWLEDGE AND SKILLS OF THE TRAINER SHOULD BE GREATER THAN THOSE PRESENTED TO LISTENERS.

The trainer who trains the special service of whole roasted fish can know which fishery the best fish come from, whether fishing methods affect the quality of fish as a raw material, which producers produce good filleting equipment, what are the nutritional values of fish, how to bake fish.

IT MAY MAKE IT EASIER TO ANSWER QUESTIONS AND PROBLEMS WHICH ARISE FROM THE TRAINING PARTICIPANTS.



EXAMPLE



**THE TRAINER HAS TO HAVE THESE
SKILLS AND BE ABLE TO USE THEM
PERFECTLY**

IN ORDER TO FILLET THE BAKED FISH IN WHOLE, THE TRAINING PARTICIPANTS NEED TO HAVE THE SKILLS IN THE FIELD OF:

- ➔ selection of the necessary equipment: knives, cutlery, dishes and others,
- ➔ organisation of a position for fish filleting in the restaurant room
- ➔ presenting dishes to guests,
- ➔ separating the fish's muscles from the head and spine, regardless of the shape of the carcass,
- ➔ removal of skin and bones,
- ➔ portioning of fish and guest service.



ATTACHMENT
WORK CARD 2



PODCAST 2

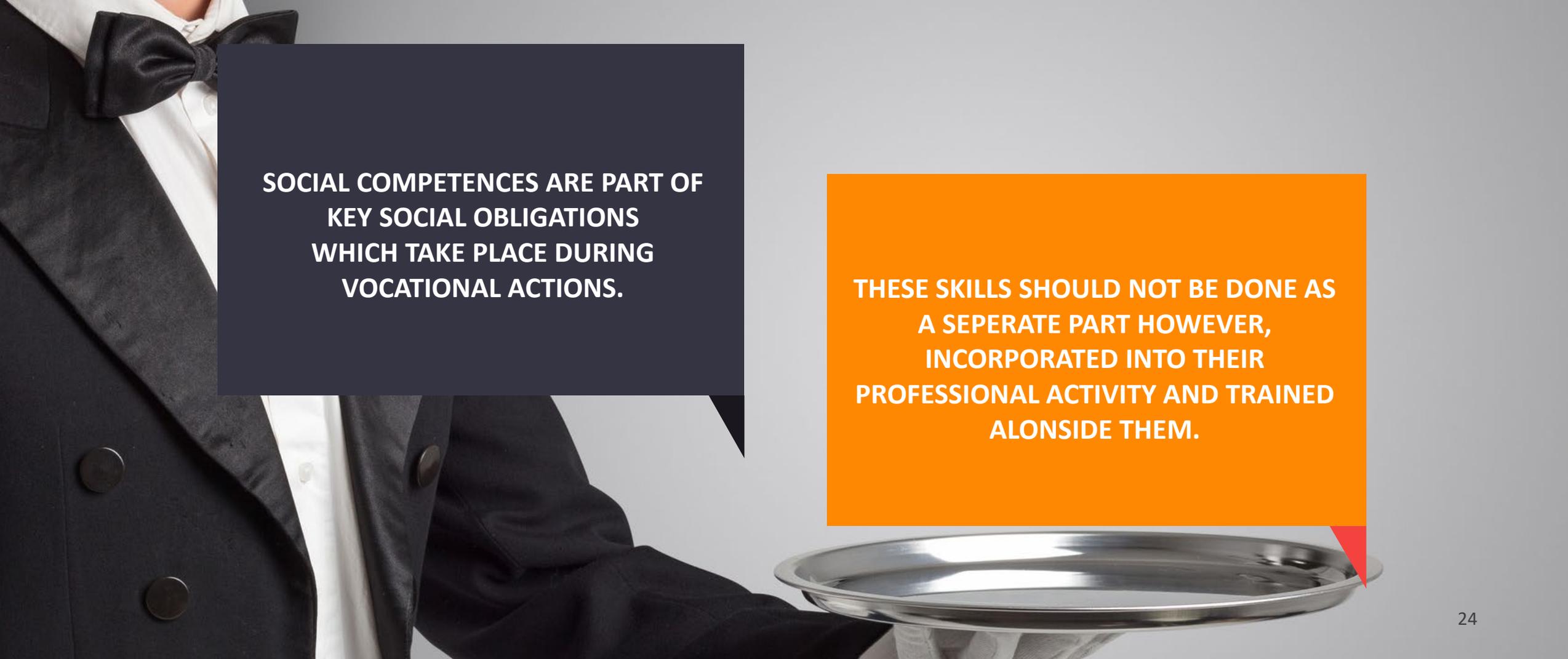
PREPARATION FOR THE TRAINING OF SOCIAL COMPETENCES



SOCIAL COMPETENCES FROM R. WHITE ARE THESE ASSETS THAT CONTRIBUTE TO EFFECTIVE INTERACTION WITH THE ENVIRONMENT.

In the case of WAITER work, their scope is very wide and covers both competences related to team work, communication with foreign languages and constant contact formation as well as independent work

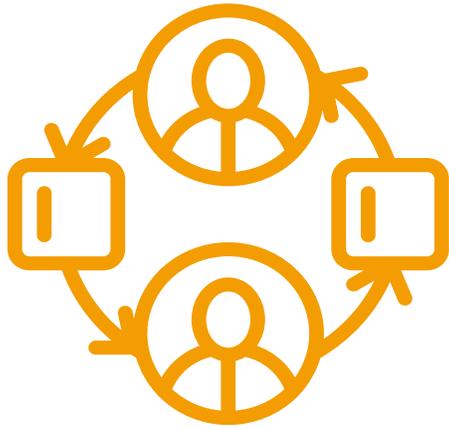
PREPARATION FOR THE TRAINING OF SOCIAL COMPETENCES

A waiter in a tuxedo is holding a silver tray. The waiter is wearing a dark tuxedo jacket, a white shirt, and a dark bow tie. The tray is silver and is being held in front of the waiter. The background is a plain, light-colored wall.

**SOCIAL COMPETENCES ARE PART OF
KEY SOCIAL OBLIGATIONS
WHICH TAKE PLACE DURING
VOCATIONAL ACTIONS.**

**THESE SKILLS SHOULD NOT BE DONE AS
A SEPERATE PART HOWEVER,
INCORPORATED INTO THEIR
PROFESSIONAL ACTIVITY AND TRAINED
ALONGSIDE THEM.**

PREPARATION FOR THE TRAINING OF SOCIAL COMPETENCES



BASIC SOCIAL COMPETENCES IN THE WORK OF A WAITER

- ➔ raising trust,
- ➔ effective interpersonal communication with various types of clients,
- ➔ active listening,
- ➔ precise and clear information transfer,
- ➔ knowledge of mother and foreign language,
- ➔ ability to work in a team,

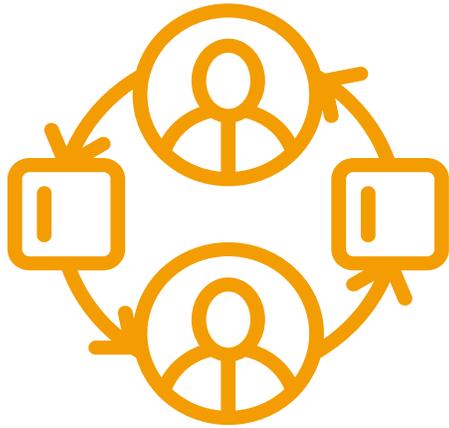


ATTACHMENT
WORK CARD 3



PODCAST 2

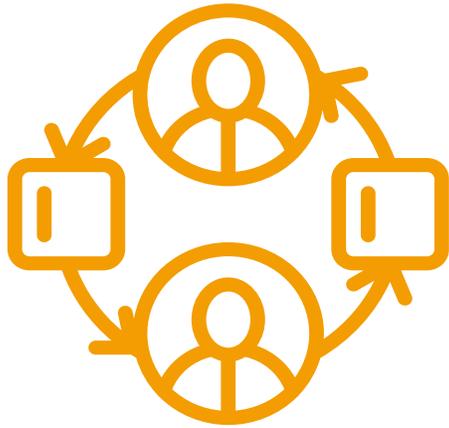
PREPARATION FOR THE TRAINING OF SOCIAL COMPETENCES



BASIC COMPETENCES IN THE WORK OF A WAITER

- ➔ ability to manage time,
- ➔ ability to deal with stress,
- ➔ knowledge of the etiquette,
- ➔ knowledge of dress-code,
- ➔ knowledge and application of the principles of accompaniment and precedence.

EXAMPLE

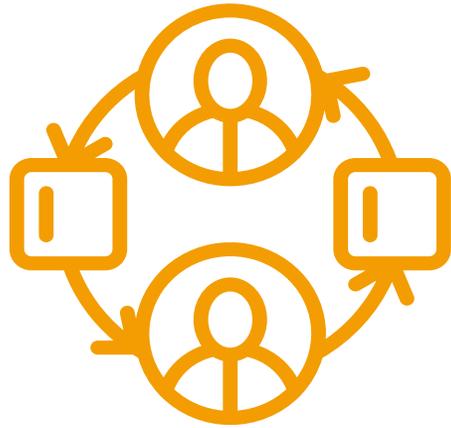


EXAMPLE OF SELECTING ADDITIONAL SOCIAL COMPETENCES

In order to be able to provide a special service for whole roasted fish, you need to master your personal skills:

- control stress,
- have a good divisibility,
- independently and quickly make decisions,
- solve problems in a creative way.

EXAMPLE

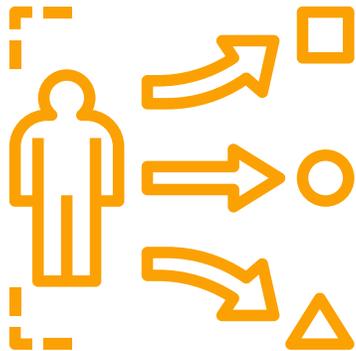


EXAMPLE OF SELECTING ADDITIONAL SOCIAL COMPETENCES

In order to be able to carry out a special service of baked fish in its entirety, you need to master interpersonal skills:

- take care of the right self-presentation,
- accept feedback,
- manage the work of a helper (if we have one ;-).

PREPARATION FOR THE TRAINING OF SOCIAL COMPETENCES

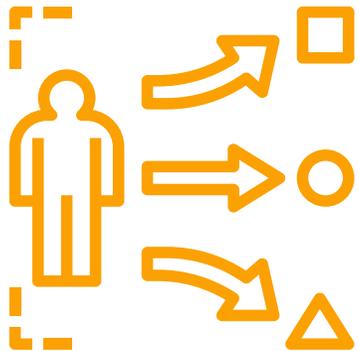


IN ORDER TO EFFECTIVELY RAISE THE SOCIAL COMPETENCES, THE TRAINER SHOULD BE ABLE TO:

- use advanced presentation skills and advanced communication tools,
- create appropriate conditions (in terms of organisation and content) of participants' learning,
- adjust the level of training to the level of all participants,
- conduct a dialogue with participants, be open to feedback,
- draw from the participants' training experiences,
- critically evaluate their own actions,
- to be responsible for the efficiency of their work,



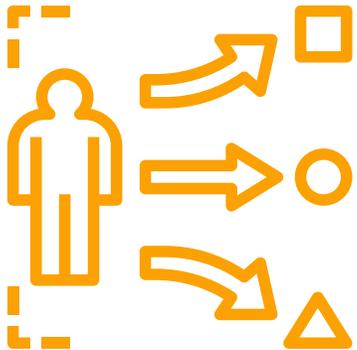
PREPARATION FOR THE TRAINING OF SOCIAL COMPETENCES



IN ORDER TO PREPARE FOR THIS TASK, THE TRAINER SHOULD:

- ➔ reflect on what social competences will be needed by participants to perform professional tasks after completing the training,
- ➔ self-assessment in the field of possessing these competences.

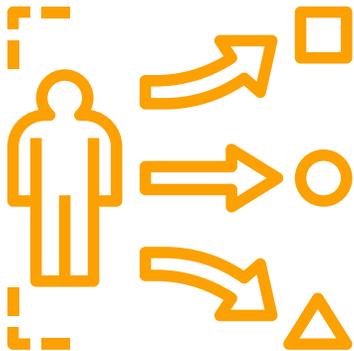
PREPARATION FOR THE TRAINING OF SOCIAL COMPETENCES



IN ORDER TO PREPARE FOR THIS TASK, THE TRAINER SHOULD:

- prepare a list of sources and development methods for training participants,
- prepare a training including the development of these skills during its conduct,
- conduct the training, while maintaining all the discussed principles arising from the area of social competences.

PREPARATION FOR THE TRAINING OF SOCIAL COMPETENCES



THE TRAINER SHOULD ALSO BE ABLE TO :

- constantly expand knowledge in the area of the trainer's work,
- continually improve their own professional skills,
- stimulate participants to participate in the training,
- precisely convey information,
- keep the listeners' attention during classes,
- engage in an interactive learning process,
- be open to alternative styles and methods of training,
- cooperate with a group,
- arouse respect with your attitude and behaviour as well as knowledge and skills.

CONCLUSIONS- THE BENEFITS FROM TRAINING PREPARATION FROM THE SUBSTANTIVE SIDE

1

**SELECTING CONTENT
WHICH RAISES THE
KNOWLEDGE AND
SHAPES PRACTICAL
SKILLS**

2

**PLANNING THE
MATERIAL IN A WAY
WHICH ALLOWS A
GRADUAL GAIN OF
COMPETENCES**

3

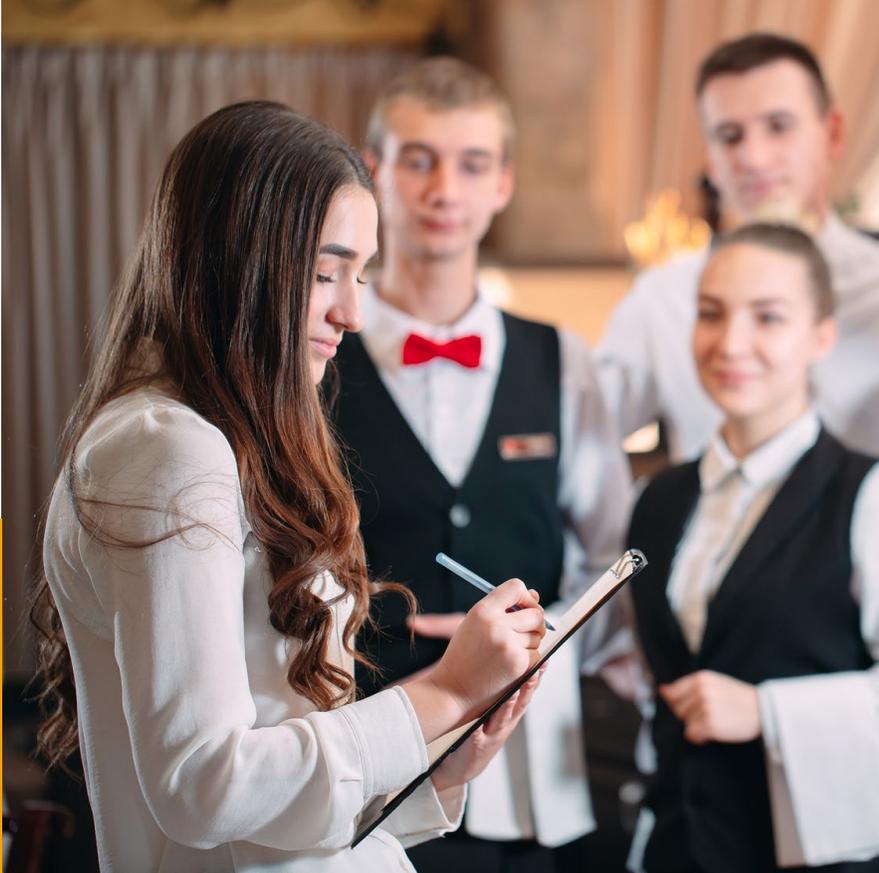
**OBTAINING THE GOALS
OF THE TRAINING AND
PARTICIPANT
SATISFACTION**

4

**HIGH
JUDGEMENT OF
THE TRAINERS'
KNOWLEDGE AND
SKILLS**

5

**INCREASING THE
SALES OF YOUR
TRAINING
SERVICES**



STAFF TRAINER

TOURISM SECTOR



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**GO TO NEXT
MODULE MATERIALS**

