



# STAFF TRAINER

TOURISM SECTOR



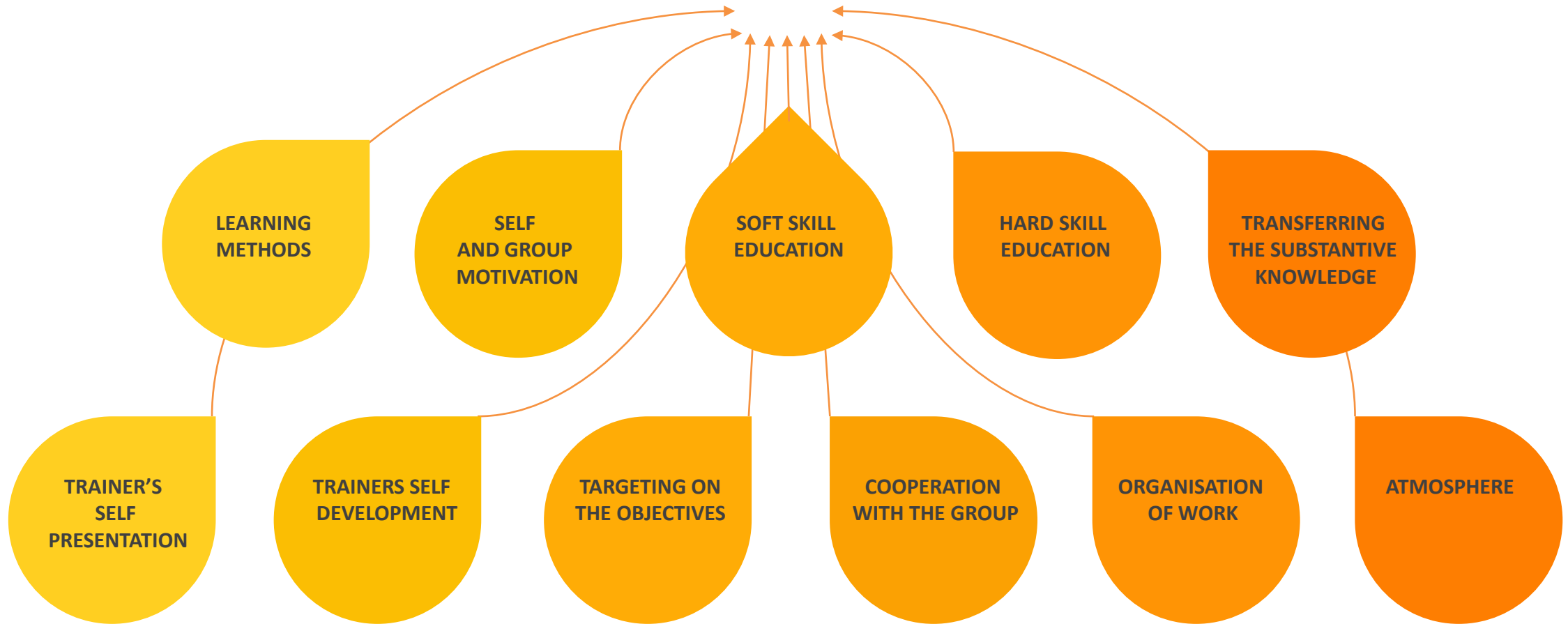
Co-funded by the Erasmus+ Programme of the European Union

## CONDUCTING TRAINING BARMAN

5

# FACTORS AFFECTING THE CONDUCTION OF TRAINING

## CONDUCTING TRAINING



CONDUCTING TRAINING IS A PROCESS OF THOSE ELEMENTS AND ALL OF THEM ARE IMPORTANT.

# CONDUCTING TRAINING



When preparing to conduct training, the trainer should devote a lot of attention to:

**CREATING OWN IMAGE**

and

**PROFESSIONAL COOPERATION WITH THE GROUP**



# CONDUCTING TRAINING

You start training in modern trends of decorating cocktails:

You stand before a group, you are watched and assessed by its members. They expect you to be of high-class competence and that you will teach them at the appointed time of what they came for.

They wonder if you can create wonderful sculptures of fruits, or show them how to do it and explain the next steps of the procedure.

So let's answer the question:

**WHAT SHOULD THE TRAINER BE LIKE?**





# TRAINER PROFILE



## CHARACTERISTIC OF A GOOD TRAINER (1)

- ➔ **is competent and treats participants as competent** and able to achieve specific effects after the course: he can use various decorative materials: grasses, leaves, sugar masses, fruits and others, prepare individual decorative elements, use them to make attractive compositions and adapt to the type of cocktail , its taste and colour,
- ➔ **knows how to speak fluently** and clearly about what and how to do in turn and uses professional terms,
- ➔ **listens carefully to learners**, responds appropriately to their needs,
- ➔ **builds a climate of confidence** in a group that encourages creativity,



EXAMPLE DOCUMENTS  
WORK CARD 3



PODCAST 1

## TRAINER PROFILE



### CHARACTERISTIC OF A GOOD TRAINER (2)

- ➔ **is involved in training**, cares for the provision of appropriate decorative materials, small equipment and utensils and watches over every participant,
- ➔ **is tolerant** when someone has a problem with cutting out a pretty spiral of orange peel, but he is also looking forward to progress,
- ➔ **is flexible** when you need to spend more time on activities and operations that are difficult or when any detail arouses special interest,
- ➔ **is socially mature**, i.e. knows how to appreciate the participant's efforts regardless of his predisposition and way of working,
- ➔ **is capable of self-criticism** - knows what he cannot do and he can do, sees the directions of self-improvement

## TRAINER PROFILE

When you start training bartenders, regardless of whether it is a bartending course and a degree, baristas, whiskey or flair, you have to remember about proper self-presentation.



# TRAINER PROFILE



## SELF PRESENTATION

Its main purpose is to cause the trainer to be positively received as a competent and at the same time friendly and kind. The trainer who trains bartenders should:

- ➔ wear a bartender outfit adapted to the type of training: when it covers the skills and competences required in a high-class bar it has to be elegant or more casual, non-binding movements when it concerns, for example, the Flair course,
- ➔ be aware of your body language and control it,
- ➔ efficiently perform all the professional activities,
- ➔ keep in touch with the group,
- ➔ be open to the expectations and signals of the training participants.







## SELF-PRESENTATION

it is a process that involves controlling an individual's perception of the environment. Usually, the image that is created by the person corresponds to reality, although sometimes it has a tendency to select real information about yourself.

# TRAINER PROFILE



## BASIC FEATURES OF PROFESSIONAL TRAINING

### FIRST IMPRESSION

- ➔ appropriate attire
- ➔ punctuality
- ➔ cheerful look,
- ➔ smile,
- ➔ body slightly inclined towards the recipients.



EXAMPLE DOCUMENTS  
WORD CARD 4



PODCAST 1

# TRAINER PROFILE



## BASIC FEATURES OF PROFESSIONAL TRAINING



### DESIRED

- ➔ open attitude, maintaining eye contact,
- ➔ balanced, open gestures, friendly face expression,
- ➔ maintaining physical distance,
- ➔ cheerful voice, clear articulation, fluency of speech



### INADVISIBLE

- ➔ closed attitudes (crossed arms or legs),
- ➔ excessive and overly expressive gesticulation,
- ➔ restless fidgeting in a chair, obstruction over mimicry,
- ➔ signs of insincerity.

## TRAINER PROFILE



### WHAT CHARACTERIZES A GOOD PRESENTATION?

*When you conduct training on modern trends in decorating drinks, using whiskeys or others, your speeches regarding both the theory of the properties of sugar masses, the characteristics of individual whiskeys, and practices such as demonstrations and instructions on the preparation of decorations should be:*

- ➔ specific and factual, ie not loaded with content, which, with the characteristics of e.g. alcohol, is quite difficult,
- ➔ clear and understandable,
- ➔ demonstrative - based on meaningful comparisons with issues known to bartenders from their daily practice,
- ➔ aimed at the assumed learning outcomes,
- ➔ interspersed with humour,
- ➔ effectively completed, especially when they have a workshop character.



## TRAINER PROFILE



FROM A TRAINERS  
POINT OF VIEW

- ➔ While conducting the training, you also look at the participants.
- ➔ At the beginning, you do not know much about them, you do not know their characteristics, possibilities, how to acquire knowledge and what group they will create. With time, you get to know them better and better.
- ➔ One of your tasks is to direct the group to create an atmosphere and conditions that allow everyone to achieve the desired results, regardless of the style of learning and predispositions that are the domain of each of them.



# COOPERATION WITH THE GROUP



## TYPES OF TRAINING PARTICIPANTS

### ACTIVE PARTICIPANT

**committed, open, flexible, works quickly - without deep thought, likes risk, tends to work independently.**

*On the course of decorating drinks, he will want to immediately create spatial decorations for different types of glass, use numerous raw materials, show the results of his own work.*

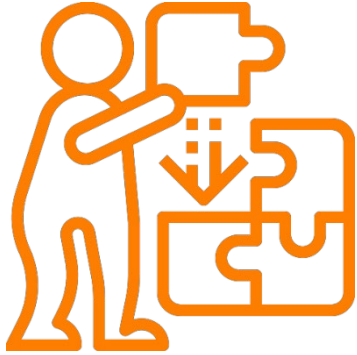
### OBSERVER

**listens and gathers experience, works after thorough consideration, cautious, approaches problems methodically, prefers to stay out of the way.**

*Before taking on the self-decorated glass, he will carefully watch the show and listen to the instruction. Decorations will be prepared carefully.*



# COOPERATION WITH THE GROUP



## TYPES OF TRAINING PARTICIPANTS

### THEORIST

**thinks logically, rationally and objectively, likes analyses and syntheses. Weakly tolerates uncertainty, ambiguity of subjectivism and intuition.**

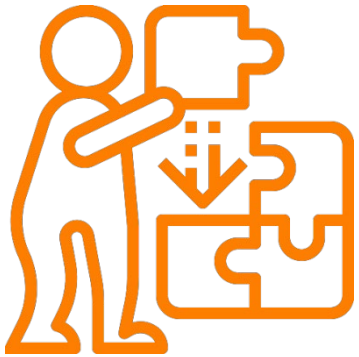
*During the observation of the show on combining individual decorative elements in the composition, he will be happy to note the order and type of activities, and by doing the exercises himself he will try to reproduce exactly what he has seen before.*

### PRAGMATIST

**interested in practical action, impatient, avoids theories, principles, wills to choose the first beneficial solution, cuts the pattern without hesitation.**

*Decorating cocktails and other professional tasks, the bartender comes down to it according to the necessary, sequentially performed tasks. If it is more convenient for him, he will apply his own solutions or choose the easiest way to the goal without fear.*



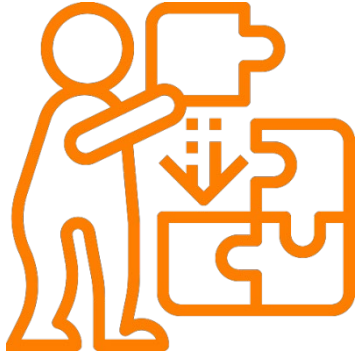


- ➔ The average training group meets all types of participants. Rarely, individual members of the group represent one strictly defined type. Depending on the professional experience of individual people, they can be combined in different proportions.
- ➔ Bartenders are a professional group focused primarily on action, and in the course of their contacts, despite their kindness and openness, the guests keep their distance, staying on the other side of the bar.
- ➔ During training, however, they accept the typical role characteristic of the functioning of each team. During the training, the trainer becomes the leader of the group.





# COOPERATION WITH THE GROUP



## ROLES IN THE GROUP RELATED TO THE IMPLEMENTATION OF TASKS

### CREATIVITY

**new ideas, solutions and proposals.**

*The trainer should be creative and expect the same from the participants of the training. Before you get to the demonstration of making decorations from grass make the participants seek the path to reach the goal and do not block their initiatives, unless they lead to high losses and results of failure.*

### COORDINATION AND PARAIPATION

**finding links between ideas or proposals of group members.**

*Listen to different opinions about decorating cocktails. Explain which ideas are better than others or that can be supplemented with new solutions.*



EXAMPLE DOCUMENTS  
WORK CARD 1



PODCAST 2

# COOPERATION WITH THE GROUP



## ROLES IN THE GROUP RELATED TO THE IMPLEMENTATION OF TASKS

### NAVIGATION

**keeping an eye on the topic, the problem.**

*All activities must be in relation to the goals and scope of the training. You can opt out of a single exercise, for example, creating long, hanging from a glass decorations, but do not lose the essence of training activities.*

### EXPERTISE AND INFORMATION

**sharing knowledge and asking questions, analysis of materials.**

*During the whole training, provide reliable knowledge and experience. Explain the use of new ideas for decorating cocktails and their compliance with accepted rules.*

#### Assistant work

*On a daily basis, bartenders perform many auxiliary works, ranging from glass polishing, maintenance of equipment, the order of missing raw materials and equipment. So do not avoid engaging the participants in this work during training.*

# COOPERATION WITH THE GROUP

**POSITIVE ROLES RELATED TO CONTACTS BETWEEN PEOPLE SHOULD NOT BE ALIEN TO BARTENDERS OR THE TRAINER. THESE INCLUDE:**

## LISTENING

*both the bartender and the trainer must be able to listen to others, not necessarily expressing their own opinions on a given topic. And be discreet.*

## MEDIATION

*relies on mitigating conflict situations, striving for cooperation. This skill is very useful for every bartender.*

## WATCHING THE RULES

*remembering the rules and goals of the work, eg "We are here to learn how to decorate cocktails and not to make the decorations effective but useless".*

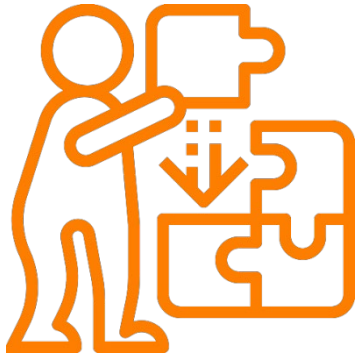
## MOTIVATING

*encouraging passive group members to be active, eg by showing other attractive elements of the group or interesting compositions made by them to other members of the group.*

## SUPPORTING

*accepting ideas and behaviours, especially those that can improve the course of classes or lead to a better solution.*

## COOPERATION WITH THE GROUP



### ROLES IN THE GROUP RELATED TO THE IMPLEMENTATION OF TASKS

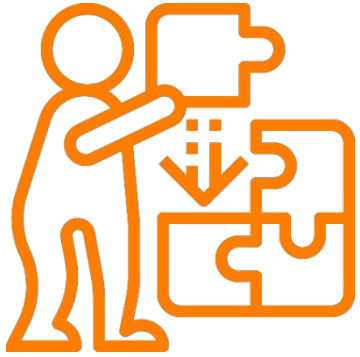
In adult education, behaviours that hamper their good functioning appear less frequently than in children and adolescents.

Bartenders can meet among their customers people who particularly under the influence of alcohol are: **aggressive, push their own opinion, want to dominate and influence others or be submissive and cannot refuse, want to focus attention on themselves or behave completely passively and indifferently.**

If members of the training group assume similar roles, due to their adverse impact on other people, they should be mastered or eliminated. In the adult education the participants may help the trainer.



## COOPERATION WITH THE GROUP



### GROUP PROCESS, GROUP MANAGEMENT

*In short trainings, lasting up to several hours, e.g. Baristic 1<sup>ST</sup> degree or in the field of modern trends in decorating drinks, the changes taking place in a group of participants can be unnoticeable.*

*The development of the group rarely goes beyond the stage of formation, in which its members are distrustful towards themselves and towards the trainer, they observe each other, they only know their own expectations.*

*The first impression that the trainer will have on the participants plays a huge role here and how he will present himself. If he can create a favourable atmosphere, trust and respect and he is interested in the subject, then his work with the group will bring good results*

## COOPERATION WITH THE GROUP

In longer courses, such as first and second degree bartending, flair or other training, group development is easier to see. It results from the mutual learning of its members and building mutual relations.

**Irrespective of the stage of development in which the group is located, managing it must be based on mutual respect, striving to achieve the goals set in an attractive way for the participants.**

# COOPERATION WITH THE GROUP

## STAGES OF GROUP DEVELOPMENT

1

### FORMATING

- ➔ curiosity, expectations, uncertainty,
- ➔ lack of a sense of security, observation,
- ➔ establishing the position of the participants and the trainer

2

### STORMING

- ➔ discussions regarding rules, methods,
- ➔ mutual verification of group members

3

### NORMING

- ➔ cooperation, stabilised relationships,
- ➔ trust, openness and support appears

4

### PERFORMING

- ➔ effective time management
- ➔ ability to solve problems, certainty of



**TYPES OF INTERPERSONAL BEHAVIOURS** that can be found in the training group do not differ from those that can be observed among the bar customers.

**THE BARTENDER WILL DEAL WITH THEM MORE EASILY THAN PEOPLE WHOSE WORKING CONDITIONS ARE COMPLETELY DIFFERENT.**



EXAMPLE DOCUMENTS  
WORK CARD 2



## POSITIVE

**assertive** – direct, honest and firm expression of your feelings, opinions, attitudes without violating the rights of others and protecting your own.



## NEGATIVE

**aggressive** – brutal pursuit of the goal in all possible ways, treating the interlocutor as an opponent who needs to be destroyed.

**submissive** – succumbing to the pressure of the group; respecting the rights of others, but disregarding your own.

### **manipulative**

– using people often so that they would not know; through blackmail, lies, gossip.

# COOPERATION WITH THE GROUP



**SUCH BEHAVIOURS SHOULD BE ELIMINATED BECAUSE THEY ARE INSUFFICIENT AND ARE DAMAGING TO THE GROUP**

- you're doing a show of whiskey-based cocktails preparation or a lecture on the influence of the period of aging on the colour and taste of rum or wine and you see group members talking on the side,
- you listen to someone's commentary on the work of women in the bartending profession and other participants of the training interrupt it,
- you see someone's negative influence on others,
- someone diverts the attention of the training group from the trainer's actions,
- you have in the group people who often object to you or express their comments to others.



EXAMPLE DOCUMENTS  
WORK CARD 2



PODCAST 2



# CONDUCTING TRAINING

THE EFFECTIVENESS OF THE GROUP IS AFFECTED BY THE WAY OF DRIVING ITS WORK ON CLASSES THROUGH CHOICE OF DIFFERENT ORGANIZATIONAL FORMS. BELONG TO THEM:



## TEAMWORK

jointly accomplishing the same task

- ④ **Examples of tasks:** *listening to a lecture on the technology of production of sparkling wines, discussion on the serving of bar snacks, observation of a new trend show.*
  
- ④ **If the group number is:**
  - ④ 3 – 6, everyone is active,
  - ④ 7 – 10, half is active and the other half is less active,
  - ④ 11 – 18, only 5-6 are constantly active,
  - ④ 19 – 30, only 3-4 are active; this group size needs to be split into groups of a smaller size.

## GROUP WORK

completing tasks by smaller groups.

### A GROUP OF 2-3

is great when a task is clearly selected eg. Preparation of non-alcoholic cocktails.

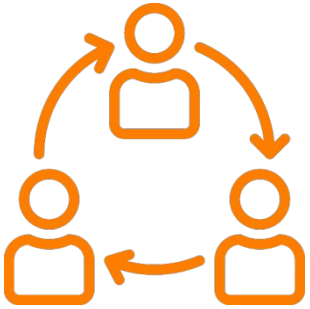
### A GROUP OF 4

is good when it comes to judging but is not good when it comes to making decisions eg. They will select the prettiest cocktail rather than decide whether the raw materials selected are appropriate

### A GROUP OF 5

is optimal to achieve complex results such as preparing a scenario on a flair show

## BENEFITS OF WORKING IN A SMALL GROUP



Part of the bartenders work is individual, but mainly depends on cooperation with the team. Exercises during training conducted in small groups can bring good results because in this form:

- the quality of the work grows,
- the skills and abilities of group members are added together,
- there are less frequent random errors,
- ideas are created that could not appear during individual work,
- a small group provides support and a sense of security, especially when making decisions.

# GROUP MANAGEMENT

## INDIVIDUAL WORK

Consists of performing separate tasks by each participant.

---

Used when the level of represented skills is different and the pace and way of acquiring them is highly individual eg. Making cocktails.





# GROUP MANAGEMENT

**WHEN YOU TRAIN A GROUP OF BARTENDERS IN THE FIELD OF**

**for example, latte art, brandy cocktails, or decorating drinks, then:**





## TASKS CONDUCTED TO THE GROUP

- 🕒 in this group there are interactions on which you should pay attention and use them if they are beneficial for the implementation of the training,
- 🕒 be tolerant especially towards those who have problems with mastering new skills; support them,
- 🕒 solve conflicts directly related to the training,
- 🕒 listen and react to group signals,
- 🕒 carry out the evaluation.



## TASKS CONDUCTED ON INDIVIDUAL PARTICIPANTS



- ⌚ giving instructions during the exercise depending on the individuals ability,
- ⌚ guaranteeing and providing help and support in issues that cause trouble,
- ⌚ inclusion of people standing on the side in the joint work,
- ⌚ asking questions that help to solve problems,
- ⌚ the confrontation of real achievements with the trainer's expectations.



**EFFECTIVE COOPERATION WITH THE GROUP IS POSSIBLE ONLY IF BOTH THE TRAINER AND THE PARTICIPANTS HAVE A SENSE OF THEIR OWN WORTH AND RESPECT IN WITH OTHERS.**

*If you are training in the area of bartending skills and competence, respect the progress of each participant even if they do not even have proficiency and skills like yours.*

# COOPERATION WITH THE GROUP


**GROUP PROCESSES,  
COOPERATION  
WITH THE GROUP**






## COOPERATION WITH THE GROUP

### NOTES FOR THE TRAINER

- 
- ➔ when you rate someone or you are judged yourself, remember that the evaluation made by one person is never completely objective, is always a private opinion and the person concerned may agree with it or not it
  - ➔ can be taken into account only when the ratings of many other people are similar.

## COOPERATION WITH THE GROUP

### NOTES FOR THE TRAINER

- 
- ➔ learn to take critical information,
  - ➔ however, do not criticize the person who criticizes you and do not give her what she did not say,
  - ➔ do not assign any interlocutor to you who is hostile to you,
  - ➔ try to understand what he means, let me understand that you have accepted the accusation,
  - ➔ give yourself time, organize your thoughts and consider the reasonableness of the charges.

# CONDUCTING TRAINING



## ORGANISATION OF WORK

Mostly, trainings for bartenders are workshops, where the emphasis is on training practical skills. They require an adequate amount of time, allowing preparation, conducting, summary of exercises and cleaning activities.

Training for bartenders sometimes takes place in the bar. The advantage of this situation is that it is an authentic workplace, but the disadvantage is that the trainers are not able to do the same type of individual exercises simultaneously.

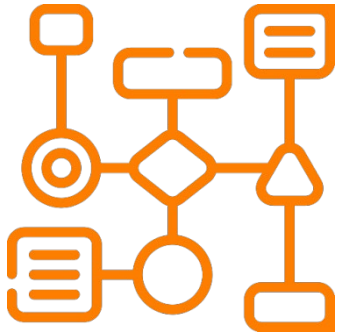
# CONDUCTING TRAINING

## ORGANISING WORKS, IT DEPENDS ON:

- ↳ the topic,
- ↳ karakter of training,
- ↳ group size,
- ↳ selecting the teaching methods,
- ↳ type, quantity and duration of the workshop,
- ↳ necessary to carry out organisational activities,
- ↳ the duration of the entire training, individual classes and the number of meetings between the trainer and the group.



# CONDUCTING TRAINING



## ORGANISATION OF WORK

### 1. BEGINNING

- ➔ welcome
- ➔ introduction of the trainer (at the first workshop)
- ➔ explaining the topic and aims of the training

### 2. INTRODUCTION

- ➔ introducing organisational issues/terms
- ➔ introduction of the substantive content

### 3. MAIN PART

- ➔ focuses on transferring the content and training skills with the use of different but carefully selected methods of training

### 4. SUMMARY PART

- ➔ summary of all content
- ➔ summary and analysis of tasks
- ➔ conclusions

### 5. EVALUATION AND CLOSURE

- ➔ defining the benefits that training participants have gained
- ➔ summary of activities and thanks



PODCAST 2



# CONDUCTING TRAINING



**TRAINING**  
modern trends  
in decorating cocktails

## ORGANISING WORK

### Preparatory activities before the training:

- ➔ finding and verifying content on: modern trends in decorating, types and properties of materials and decorative raw materials, rules for decorating glass,
- ➔ preparation of teaching materials: presentations, slides, printed materials, ready-made exhibits, various types of materials, decorative materials,
- ➔ organising and providing the right amount and type of materials, decorative raw materials, auxiliary equipment, glass needed, technical means, work stations,
- ➔ adaptation of training conditions to the goals set - organisation and equipment of the room.

# CONDUCTING TRAINING



**TRAINING**  
modern trends  
in decorating cocktails

## ORGANISING WORK

### Actions during its running:

- ➔ preparation of a room for workshops: a visible place to conduct a lecture, presentations and work stations,
- ➔ preparation of the right amount and type of materials, decorative raw materials, auxiliary equipment, glass needed, technical means,
- ➔ adjusting the duration of individual parts of the training to their nature and general time frame (the longest time should be spent on the formation of decorative elements and glass decoration along with instruction, as well as individual exercises in this field and their discussion),
- ➔ organisation of cleaning activities.





# STAFF TRAINER

TOURISM SECTOR



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**GO TO THE NEXT MATERIALS  
FROM THE MODULE**

