



STAFF TRAINER

TOURISM SECTOR



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

CONDUCTING TRAINING WAITER

5



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WYŻSZA SZKOŁA
TURYSTYKI I EKOLOGII



FACTORS INFLUENCING THE QUALITY AND EFFICIENCY OF TRAINING

organization of work,
focus on goals,
transfer of substantive
content

Soft skill education
Hard skill education

Self- development of
the trainer
Self-presentation of the
trainer

Atmosphere
Teamwork
Motivation

Methods of teaching
and learning

CONDUCTING TRAINING

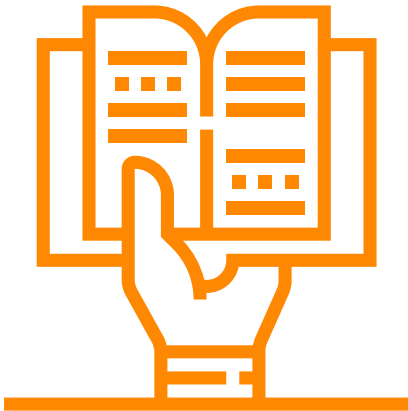


First, specify:

- ➔ what are the goals of the training,
- ➔ what content will you give to participants,
- ➔ what skills will you teach them,
- ➔ what methods will you use with them,
- ➔ what teaching resources will you use.

CONDUCTING TRAINING

REMEMBER BEFORE TRAINING



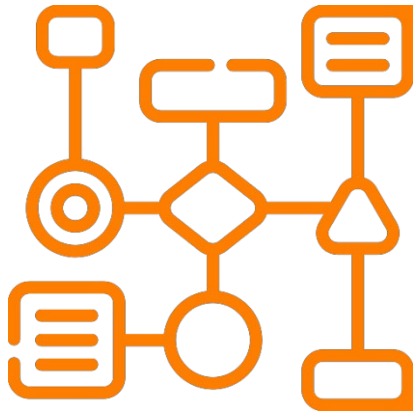
REMEMBER ABOUT PRE-TRAINING PREPARATORY ACTIVITIES SUCH AS:

- ➔ adjusting the conditions of conducting the training to the assumed didactic goals - organisation and furnishing of the room,
- ➔ adjusting the training conditions to the number of participants (number of positions, number of equipment for exercises, etc.),
- ➔ adjusting the training conditions to the requirements of health and safety,
- ➔ preparation of teaching materials: presentations, slides, printed materials,
- ➔ organising and providing adequate equipment for exercises (tableware, glasses and cutlery, table linen and auxiliary equipment),
- ➔ providing technical means: projector, computer, flipcharts, models, boards, internet access, etc..



CONDUCTING TRAINING

ORGANISING WORK



DEPENDS ON:

- ➔ topic,
- ➔ the nature of the training,
- ➔ selection of teaching-learning methods,
- ➔ the type and duration of exercises,
- ➔ 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.



MOST OF THE WAITERS' TRAINING IS OF A WORKSHOP NATURE, WHERE THE EMPHASIS IS ON DEVELOPING PRACTICAL SKILLS. THEY REQUIRE THE RIGHT AMOUNT OF TIME, ALLOWING PREPARATION, CONDUCTING, SUMMARY OF EXERCISES AND ORDINAL ACTIVITIES.

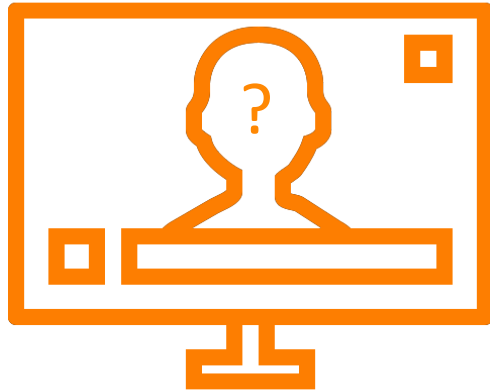
CONDUCTING TRAINING

YOU HAVE THINK ABOUT IT



- ➔ How to present yourself so that participants will receive you as a competent, friendly and trustworthy person?
- ➔ How should you cooperate with the group?
- ➔ How - by conducting training for waiters regarding the banquet service - will you show that you are a high-class specialist?
- ➔ Can you use a professional language related to the waiter's professional duties and present behaviours typical of this profession?





WHAT SHOULD BE A TRAINER?

THE FIRST IMPRESSION IS IMPORTANT:

Your appearance, how you talk, how you move, what is your expression, how you relate to participants.

The most important is professionalism, the skill of interest and the transfer of knowledge

TRAINER PROFILE

STRENGTHS OF THE TRAINER



- ➔ **competent**
treats participants as professionals capable of further development,
- ➔ **can speak fluently and clearly**
for example, the waiter's communication with the client,
- ➔ **listens carefully**
what learners have to say and observe their reactions, behaviors, skills and progress,

- ➔ **involvement**
in training, takes care of the right amount of waiters, equipment and raw material, and is interested in the progress of the group and its individual members,
- ➔ **it builds a climate of trust**
in the group of participants from the beginning to the end of the training.

STRENGTHS OF THE TRAINER



- ➔ **tolerance**
when someone initially cuts the cutlery badly or performs the exercise too slowly, but also asserts against the requirements and expects progress,
- ➔ **flexibility**
when it is necessary to devote more time to the issue that is causing the problem or is particularly important for the participants, e.g keeping in touch with clients,

- ➔ **understanding**
that is, it understands that each learner has a different pace of work, other predispositions, a different character and that it can affect the quality and speed of the results obtained,
- ➔ **capable of self-criticism**
that is, he knows what he can not, that someone else can be better than him and he can admit his mistake.

When you start each training session, as well as during its course, you absolutely must remember about good self-presentation, which is one of the basic skills of the trainer.

Good self-presentation will put you in a positive light.

In this way, you give information about who you are or what coach you would like to be considered.

The trainer conducting trainings for waiters should:

- be elegantly dressed,
- be aware of your body language and control it,
- efficiently move,
- keep in touch with a group of listeners,
- professionally perform tasks typical for the waiter's profession.

SELF PRESENTATION

FIRST IMPRESSION

- ➔ appropriate attire and punctuality
- ➔ non verbal communication- a cheerful look, smile, body slightly inclined towards the recipients.

INADVISIBLE

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

DESIRED

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

TRAINER PROFILE



WHEN YOU CONDUCT TRAINING, YOUR STATEMENTS REGARDING BOTH AND PRACTICE, SUCH AS INSTRUCTIONS ON HOLDING BANQUET EVENTS, SHOULD BE:

- ↳ specific and factual, i.e. unloaded content,
- ↳ clear, i.e. presenting issues unambiguously,
- ↳ view, or based on meaningful comparisons with issues known to the waiters,
- ↳ focused on the objectives set,
- ↳ interspersed with humour,
- ↳ effectively finished.

COOPERATION WITH THE GROUP



WHAT GROUP WILL THEY CREATE?

At first you do not know much about them, you do not know their possibilities, how to acquire knowledge. Over time, you notice differences between them.

One of your tasks is to take into account these differences during the course and allow everyone to achieve the expected results, regardless of the style of learning and predisposition of each one.



COOPERATION WITH THE GROUP



TYPES OF PARTICIPANTS

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

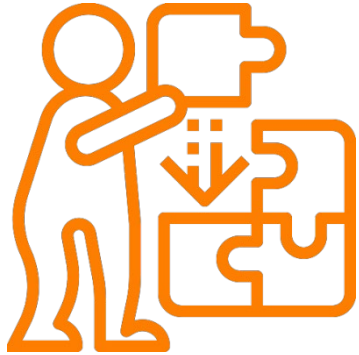
If the training is to handle banquet events, then he will want to immediately show how he is doing, asking and giving directions.

THE OBSERVER – listens and gathers experience, works after a thorough consideration, cautious. Methodically, approaches the problems, prefers to stay out of the way

Before he decides what actions to take first, he will closely watch the show and instructions.



COOPERATION WITH THE GROUP



TYPES OF PARTICIPANTS

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

While observing the table's preparations for the banquet, he will be willing to make notes, ask additional questions and, by doing the exercises himself, he will try to reproduce exactly the activities observed.

PRAGMATIST – interested in practical action, impatient, avoids theories, principles, willing to choose the first beneficial solution without hesitation.

The waiter's professional duties come own to his idea of the task - if he is more comfortable, he will apply his own solutions without fear.

COOPERATION WITH THE GROUP

Waiter trainings take place in groups. Their number and time of cooperation may be different, depending on the subject, the nature of the training, and the assumed end effects.

During the training, the trainer becomes the leader of the group and, just like its individual members, it is obliged to accept the desired roles concerning the implementation of tasks and mutual contacts.



COOPERATION WITH THE GROUP



ROLES IN THE GROUP IMPLEMENTATION OF TASKS

CREATIVITY – new ideas, solutions and proposals.

The trainer should be creative and expect creativity from the participants of the training. Before you go to cover the table, ask the students for suggestions.

COORDINATION AND PARAIPATION – finding links between ideas or proposals of group members.

Listen to different ideas regarding, for example, the selection of colours in the banquet hall; indicate they are different and what they have in common. Explain why these and not other suggestions are more appropriate.



COOPERATION WITH THE GROUP



ROLES IN THE GROUP IMPLEMENTATION OF TASKS

NAVIGATION – keeping an eye on the topic, the problem.

All activities must remain in relation to the goals and scope of the training. If an unexpected problem arises, such as the lack of a proper amount of waiters, you should solve it in the best possible way.

EXPERTISE AND INFORMATION – sharing knowledge and asking questions, analysis of materials.

During the whole training, give thorough knowledge and experience. Also ask questions to the participants. This will mobilize participants to be active and help them understand the need to take specific steps.

ASSISTANT WORK

Participants should be able to prepare workstations, set them, etc. They should also be involved in orderly activities, because they are part of the waiter's duties.

COOPERATION WITH THE GROUP

THE ROLE OF THE TRAINER WITHIN A GROUP:

LISTENING

if the waiter who attends the training convinces the trainer that the choice of colours in the room is not appropriate, the trainer should refrain from expressing his own opinion until he has heard all the arguments to the end.

MEDIATION

is about alleviating conflict situations, striving for compromise and cooperation, reducing stress through jokes.

WATCHING THE RULES

reminding the rules and goals of work, eg "We are here to learn how to set the event, not to compete with each other."

MOTIVATING

encouraging the passive members of the group to be active, by asking them initially to perform simple tasks, for example to put the equipment to its place

SUPPORTING

acceptance of ideas and behaviours, especially those that can improve the course of the workshop.

COOPERATION WITH THE GROUP

THE TRAINER MUST RESOLVE CONFLICT SITUATIONS, such as:

AGGRESSION

opposition to attacking others, forcing own opinion by the participants

SUCCUMBING

overcoming subordination

DOMINATION

dealing with the desire to gain some advantage over other participants

BLOCKING

taking control over meaningless arguments, coming back to the already solved issues

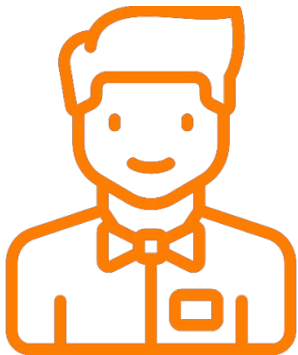
SEEKING COMPASSION

lack of ability to focus attention on people who can use their weakness

AVOIDANCE OF ACTIVITIES

preventing the avoidance of doing exercise

COOPERATION WITH THE GROUP



During short waiters training, lasting up to several hours, the processes taking place in the group of participants may 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 of the trainers plays a huge role here. If he can build respect for his own person and be interested in the implementation of the topic, then his contact with the group will become easier and more fruitful.

COOPERATION WITH THE GROUP



In longer courses, e.g. 1st and 2nd degree, the group's image changes with the mutual recognition of its members and the development of relations between them.

If the trainer takes care of a good atmosphere, he uses important in the training of waiters activating working methods and the principles of effective interpersonal communication, which facilitate the mutual learning of participants of the training, the group's development will be positive.

Mutual verification of group members, discussions on working methods, cooperation and openness begin with the first simplest exercises, even in terms of tablecloths or carrying trays.

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

COOPERATION WITH THE GROUP



TYPES OF INTERPERSONAL BEHAVIOURS

- **AGGRESSIVE BEHAVIOUR**– it can be brutal, it is characterised by pursuing 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.
- **ASSERTIVE**– direct, honest and firm expression of your feelings, opinions, attitudes without violating the rights of others and protecting your own.



**THE TRAINER MUST INTERVENE
IN SITUATIONS THAT INTERRUPT
THE WORK IN THE GROUP:**

- ➔ during the show of professional service management, a part of the group members talking on the side,
- ➔ someone speaks about the selection of wine for fish, and other participants of the training shout,
- ➔ someone dominates the group, which harms the proper performance of tasks,
- ➔ someone distracts attention from the lecture, the show or other activities of the trainer,
- ➔ someone is constantly opposed to what you say and do, or gives tactless remarks to others.



EXAMPLES DOCUMENTS
WORK CARD 2



PODCAST 2

FACTORS AFFECTING THE GROUPS' EFFICIENCY

STRUCTURAL

size, diversity, personal characteristics of members, hierarchy, communication

ENVIRONMENTAL

surroundings, function relations and relations to other groups

TASK

types and difficulty of the task, time pressure

INTERVENTION

style of management, motivations, emotional relations, involvement of individual members of the group

SUPPORTING

productivity, contentment of members

FORMS OF ORGANISING WORK

TEAMWORK

GROUP WORK

INDIVIDUAL WORK



EXAMPLE DOCUMENTS
WORK CARD 3



PODCAST 2



TEAMWORK

JOINTLY ACCOMPLISHING THE SAME TASK

Example tasks:

listening to a lecture on selecting wine, discussion regarding the way of setting out tables for a party of 80 guests.

If the group number is:

3-6: everyone is active,

7-10: half is active and the other half is less active,

11-18: only 5-6 are constantly active,

19-30: only 3-4 are active; this group size needs to be split into groups of a smaller size.



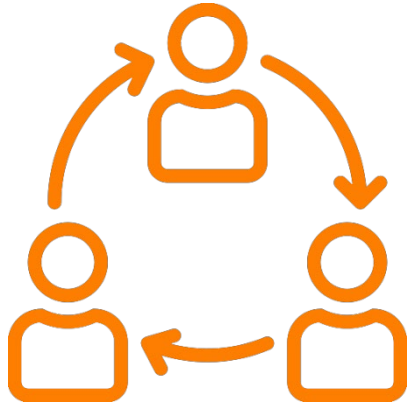
GROUP WORK– completing tasks by smaller groups.

A team of 2-3 people is optimal; when the task is clearly defined eg. Preparing an English breakfast set up.

A team of 4 is great for judging but not so good at making decisions eg. They will be better at judging the way of serving a very demanding guest than selecting the best resolution.

A team of 5 is best at achieving complex results eg. Preparing a hall for a banquet of 80 guests.

THE BENEFITS OF WORKING IN A SMALL GROUP



- ➔ 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.



INDIVIDUAL GROUP –

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. Filleting of a fish at the guests table.

COOPERATION WITH THE GROUP

TRAINER'S TASKS WORKING WITH A GROUP

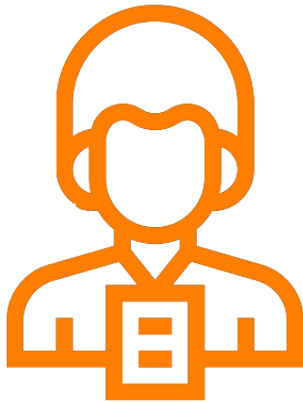


- ➔ in this group there are interactions on which you should pay attention and use them if they are beneficial for the implementation of the training,
- ➔ be tolerant especially towards those who have problems with mastering new skills; support them,
- ➔ solve conflicts directly related to the training,
- ➔ Listen and react to group signals.
- ➔ Do not forget about the evaluation!



COOPERATION WITH THE GROUP

TRAINER'S TASKS PARTICIPANTS



- ➔ Give instructions during the exercise.
- ➔ Guarantee and providing help and support in issues that cause trouble.
- ➔ Include the people standing on the side in the joint work.
- ➔ Ask questions that help to solve problems.
- ➔ Confront the real achievements with the trainer's expectations.

COOPERATION WITH THE GROUP

Effective collaboration with the group is only possible if during the course and its duration both the trainer and the participants have a sense of their own worth and respect others.

If you are an expert in the field of handling banquets or French service and have proven it by conducting training, then respect the achievements observed in the classes.

Appreciate them for their commitment, willingness and time spent, even if they are a bit lacking to achieve full proficiency.

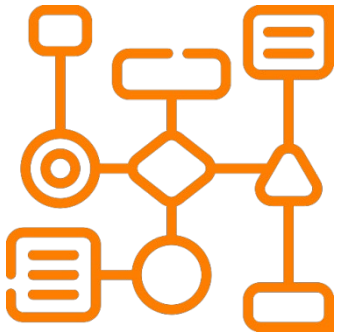


COOPERATION WITH THE GROUP

**GROUP PROCESSES,
COOPERATION
WITH THE GROUP**



THE COURSE OF THE WORKSHOP– STAGES



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

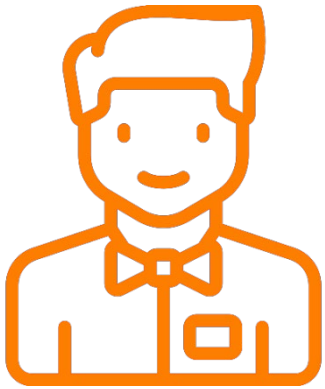
4. SUMMARY PART

- ➔ 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

NOTES FOR THE TRAINER



WHAT TO REMEMBER

- ➔ when you judge someone or yourself, you must remember that the assessment made by one person is never fully objective; you can only take it into account when the judgement of many other people is similar,
- ➔ learn to take critical information, but as a trainer, do not criticise the person who criticises you,
- ➔ do not assign anyone who criticises you with motives that are hostile to you. Try to understand what they means, let them understand that you have accepted the assumptions,
- ➔ give yourself time, organise your thoughts and consider the reasonableness of the allegations.



STAFF TRAINER

TOURISM SECTOR



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

