



STAFF TRAINER

TOURISM SECTOR

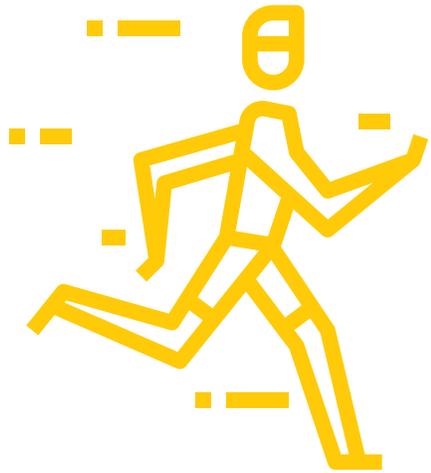


Co-funded by the Erasmus+ Programme of the European Union

PREPARING TRAINING (2) BARMAN

4

AIM OF TRAINING PREPERATION



The selection of appropriate training methods and supporting teaching and technical resources will facilitate the achievement of the assumed effects by the participants of the course.



AIM OF TRAINING PREPERATION



**IN THIS MODULE, WE WILL CONCENTRATE ON
PREPARING TRAINING FROM THE TECHNICAL SIDE
AND SELECTING THE METHODS OF WORKING WITH
THE GROUP AND DIDACTIC MEASURES**



EFFECTIVE TEACHING

YOU LEARN THROUGH
WHAT YOU...

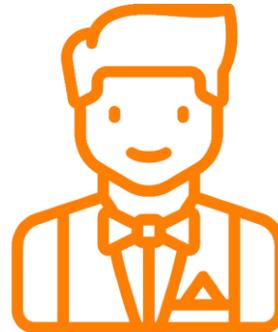
→ SEE

→ HEAR

→ TASTE

→ SMELL

→ TOUCH



→ DO

→ IMAGINE

→ FEEL

→ THINK



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



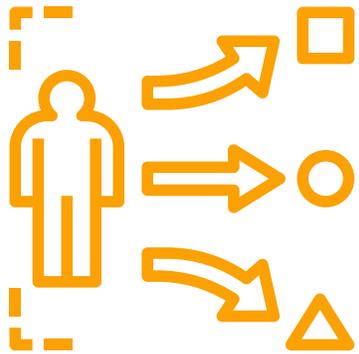
If the trainer wants to train bartenders in the field of new skills, he should know that the results obtained depend on the methods used.

The average person will learn:

- from what he reads once - about 10%,
- from what he hears - about 20%,
- from what he sees - about 30%,
- from what he sees and hears - about 50%,
- from what he says - about 70%,
- from what he says and does - about 90%.

EFFECTIVE TEACHING

**CHOOSE METHODS TO TRANSFER KNOWLEDGE,
REMEMBER THEIR EFFICIENCY OF EFFECT.**



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

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

**KINESEHTHC AND TACTILE ARE OFTEN REFFERED TO AS THE
„ACTIVE” TYPE**





During the training on modern trends in decorating cocktails:

- ➔ A **visual learner** will benefit most from image presentation or film on preparation of decorative elements, photographs or slides depicting ready decorations, observation of real decorative materials, demonstration, work of colleagues and remembering the image of what he does himself,
- ➔ A **auditory learner** will benefit mostly from the commentary on the presentation, discussing different materials, the rules for their use, the pre-exercise instruction on the preparation of decorative elements and composition decorations,
- ➔ An **active learner** will benefit mostly from active participation in the presentation of the preparation of the workplace, the formation of decorations and the independent performance of these activities.

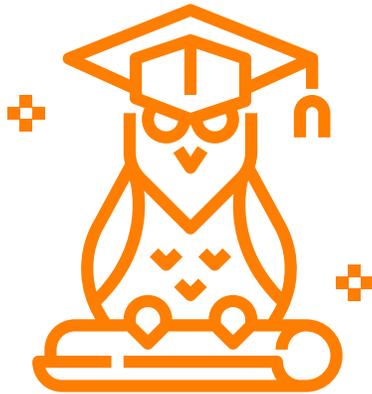
- **Every person is a bit of a auditory, visual, tactile and kinesthetic learner**



However, individual features dominate to different degrees and are used in various ways, depending on the situation.

Regardless of the subject of the training, participants of bartending courses of various degrees, baristas or sommeliers as well as specialist trainings, use all methods of acquiring knowledge and skills.

EFFECTIVE TEACHING



Regardless of the topic and objectives of the training, regardless of whether it concerns basic bartending or specialist skills, such as flair or latte art and other necessary skills in this profession, the trainer's duties include discussing, explaining, showing and enabling participants to perform similar tasks in practice, sharing materials, recording observations, or the use of different training methods.

METHOD SELECTION



SELECT THE METHODS OF
TRANSFERRING KNOWLEDGE



ALL KEYWORDS CAN BE PRESENTED
USING VARIOUS METHODS. SELECT
AND APPLY THOSE WHICH:

- ➔ Give the best effects,
- ➔ Guarantee a clear message,
- ➔ Allow to create a good atmosphere,
- ➔ Are able to be applied in specified conditions.



EXPOSITORY METHODS

- ➔ They are traditional methods of transferring knowledge.
- ➔ They rely on providing information orally.
- ➔ Their effectiveness is not high - around 20%, unless they are supported by the use of appropriate teaching resources



EXAMPLE DOCUMENTS
Word card 2



PODCAST
Recording no 1

EXPOSITORY METHODS MOST OFTEN USED IN TRAINING

- **LECTURE** verbal information transfer - eg content on the characteristics of whiskey, beer, rum-based cocktails
- **DISCUSSION** A discussion with participants of the training and referring to their knowledge and experience, eg on the use of martini glasses for various types of cocktails
- **NARRATIVE** verbal presentation of some action or event, e.g. resolving a conflict situation between guests

EXPOSITORY METHODS MOST OFTEN USED IN TRAINING

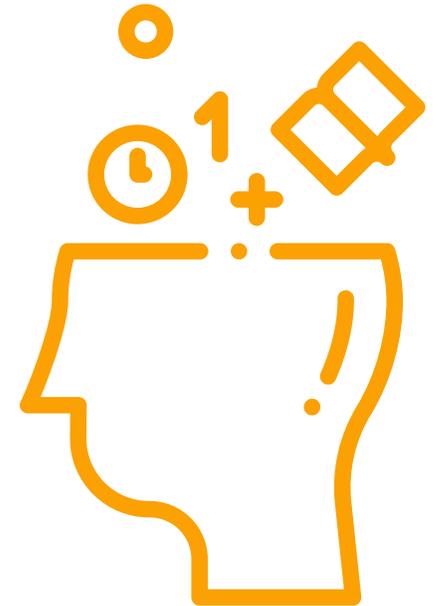
- **DESCRIPTION** characterisation of objects, phenomena, activities unknown to participants – e.g. differences in the colour of rum, depending on the time of aging
- **ANECDOTE** short story about some funny or unusual event, ended with a surprising, witty point, for example about exchanging sentences with guests, such as:
How should this beer taste?
So, that Chelsea wins.
- **INSTRUCTION** explanation for understanding the phenomenon,
eg how to pour ingredients into campari with orange juice, so that they do not mix

PROBLEM METHOD

They involve much more commitment on the part of training participants than the expository methods.

They require active participation related to the solution of a given problem posed in a way that that trainer determines.

The effectiveness of these methods is much higher than the expository method , because it forces the need to find the final solution.



EXAMPLE DOCUMENTS
Word card 3



PODCAST
Recording no 2

PROBLEM METHOD

MOST OFTEN USED DURING TRAINING AND COURSES

- **PROBLEM LECTURE** Lecture consisting in proposing a problem by the trainer and then pointing out possible solutions and consequences, for example: It is time to close, and a group of guests are still sat at the bar having a great time.
- **CONTROVERSIAL LECTURE** It consists in interleaving it with the participants' statements or carrying out their tasks,
eg. After discussing the rules for cutting out decorative elements from sugar masses, participants sketch designs of these decorations.
- **CLASSIC PROBLEM METHOD** It consists in solving the problem situation by the learners themselves and indicating possible solutions,
eg. The leader describes the situation in which the bartender brings the ordered drink to the table and at the same time the guest sitting at the bar smashes a glass of cocktail.

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 a guest complains that the glass of white wine ordered by him is insufficiently chilled. How should the bartender react?

➔ **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. Why do only a few women work in the bartender's profession?

➔ **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.

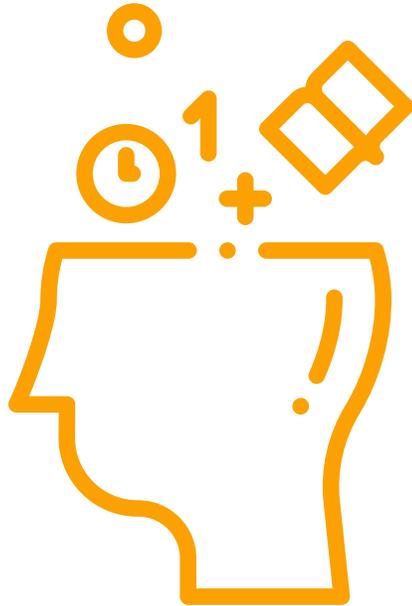


EXAMPLE DOCUMENTS]
Work Card 3



PODCAST
Recording no 2

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 can be:

calculation of raw material demand for a bar order for a garden party for 90 people, using a computer program

METHOD SELECTION

EXPOSITORY METHOD

(engaging mainly the visual sense) used in training and courses

➔ SHOWS

they rely on the presentation of the way the task is performed, eg the trainer shows the correct way of filling the glass with a cocktail with different density components

➔ 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, e.g.
presentation of the flair show on a big stage, for example during a garden party



METHOD SELECTION

EXPOSITORY METHOD

(engaging mainly the visual sense) used in training and courses

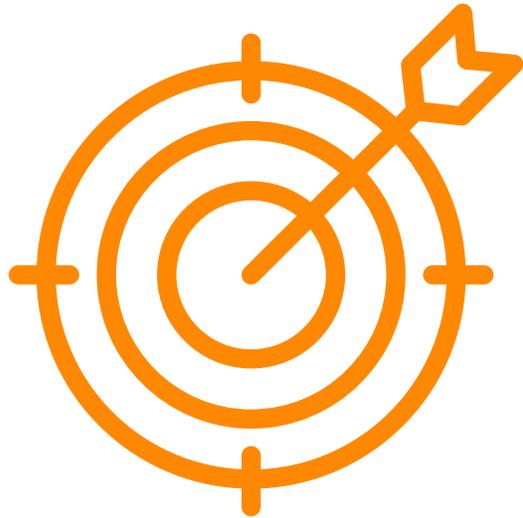
➔ **SCENES**

used mainly during the training of social competences, they show possible responses and behaviours of people, eg various typical behaviours of customers while sitting in a bar

➔ **EXHIBITION**

they are extensive expositions, organized mainly at trade fairs and competitions, e.g. an exhibition devoted to modern trends in decorating cocktails

METHOD SELECTION



PRACTICAL METHODS

They are associated with the performance of activities that are to be mastered. These methods have the best effectiveness because they combine the verbal message, image and activation of the participant and practice skills, inseparable from the work of the bartender.

These are the methods that activate not only the senses but can exercise the physical fitness of the bartenders, which is necessary during the Flair training



EXAMPLE DOCUMENTS
Work card 2



PODCAST
Recording 2

METHOD SELECTION

EXPOSITORY METHOD

(engaging mainly the visual sense) used in training and courses

➔ **SHOW WITH
EXPLANATION**

Connecting the show with explanations regarding the presented object or phenomenon, e.g.
a display of a modern ice cube machine with an explanation of its function

➔ **SHOW WITH
INSTRUCTIONS**

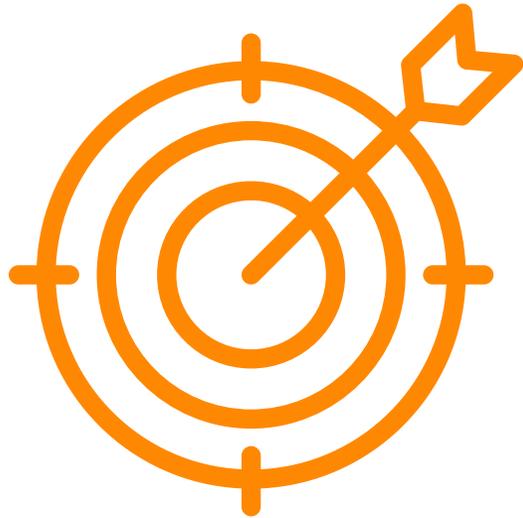
a combination of a demonstration explaining how to proceed and the order in which the activity is carried out, e.g.
show of decoration from grass and fruit combined with explanation of fixing it on a bar glass

METHOD SELECTION

EXPOSITORY METHOD

(engaging mainly the visual sense) used in training and courses

- ➔ **COURSE, LABORATORY AND PRODUCTION EXERCISES** practical execution of professional tasks in contractual, low-simulated and real conditions, eg preparation of decorative elements from different materials, composition and decorating of glass
- ➔ **PREPARING THE PROJECT** development of a service, system or object design along with relevant information, e.g. designs for decorating cocktails based on brandy.



PRACTICAL METHODS– action learning

The method is based on the observation of:

- ➔ Events (e.g. flair presentations),
- ➔ the process (eg changes in the colour of the cocktail when combining the ingredients),
- ➔ performing a job task in reality or on a recording (eg preparing decorations and decorating a cocktail)
- ➔ and then to analyse the regularity, errors, the causes of them, and how to avoid them in the future

METHOD SELECTION



SHOULD ACKNOWLEDGE:

- ➔ set goals,
- ➔ types and scope of the content of education,
- ➔ diversity of participants,
- ➔ training conditions (time, number of participants, available funds, etc.).

The methods can be combined with each other. This allows you to get a better dynamic of activities and directing the participants' attention to presented issues.

METHOD SELECTION



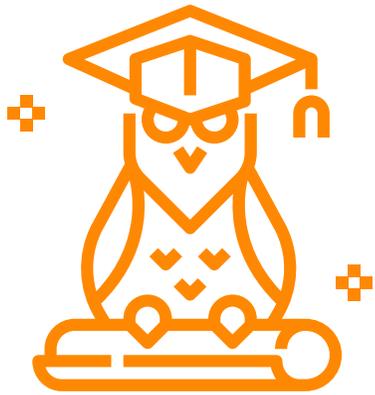
SHOULD BE WELL THOUGHT THROUGH

The training subject to some extent suggests the choice of methods.

However, it should be remembered that training focused mainly on the transfer of content, e.g. in the field of health and safety, should not be based solely on expository method.

Similarly, practical and workshop training, such as the Flair or Latte Art course, must contain a certain well-balanced portion of theory.

METHOD SELECTION



**There are no strategies, methods or techniques
of teaching-learning which are
uniquely the best.**

In your work, apply the principle:

SAFETY IN VARIETY



These are material objects supporting the process of transferring and acquiring knowledge and skills.

Their selection depends on:

- ➔ the function they will perform,
- ➔ the training method they will support,
- ➔ themes that they will illustrate.



DIDACTIC RESOURCES

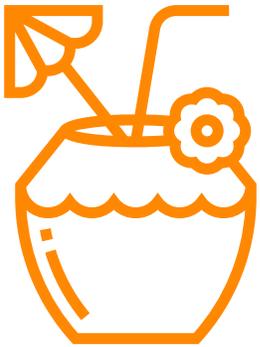


TEACHING AIDS

TECHNICAL AIDS

LEARNING MATERIALS

PEDAGOGICAL WORKING AIDS



TEACHING AIDS

VISUAL

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

Examples: illustrations showing different bar arrangements, different patterns of presenting cocktails

SPATIAL

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

Examples: folded coffee maker mode





TEACHING AIDS

VISUAL

SLIDES

- ➔ e.g. showing systems for suspending glasses over a bar counter

PRINT OUTS

- ➔ E.g. cocktail recepies

AUDITORY

RECORDINGS

- ➔ e.g. a bartender conversation with guests placing orders

AUDIO-VISUAL

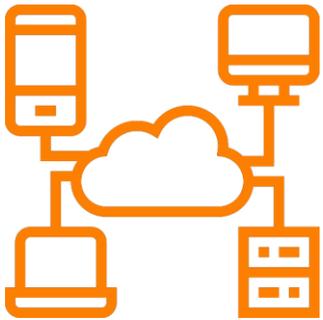
FILMS

- ➔ E.g. flair show

PROGRAMS

- ➔ e.g. a report from the flair competition





TECHNICAL AIDS

COMPUTER

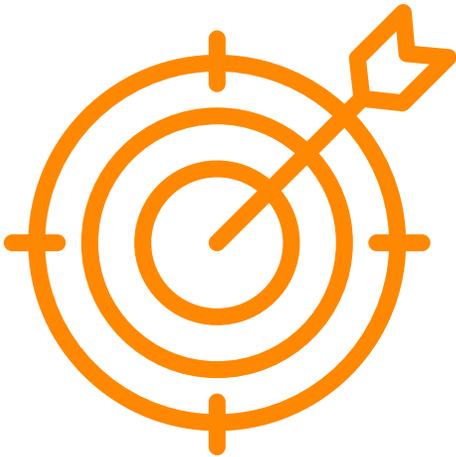
- INTERNET
- MULTIMEDIA PRESENTATIONS

RECORDING

- CAMERA
- VIDEO CAMERA
- DICTAPHONE
- TAPE RECORDER

PLAYERS

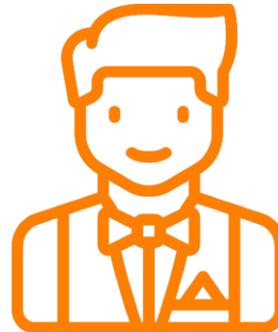
- MULTIMEDIA
- CD
- DVD



IN ORDER TO FULFILL THEIR FUNCTION THEY SHOULD BE:

- ➔ clear, highlighting the details you need,
- ➔ close to reality,
- ➔ related to the subject of the training,
- ➔ good quality,
- ➔ 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

PEDAGOGICAL WORKING AIDS



MACHINES AND DEVICES

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

TOOLS

for example, decoration cutters, dispensers

ITEMS / RAW MATERIALS

e.g. dishes, bar glass, non-alcoholic beverages

INSTRUMENTS

e.g. muddler, shaker, wine openers, bottle
openers

SELECTING METHODS AND DIDACTIC RESOURCES- EXAMPLES



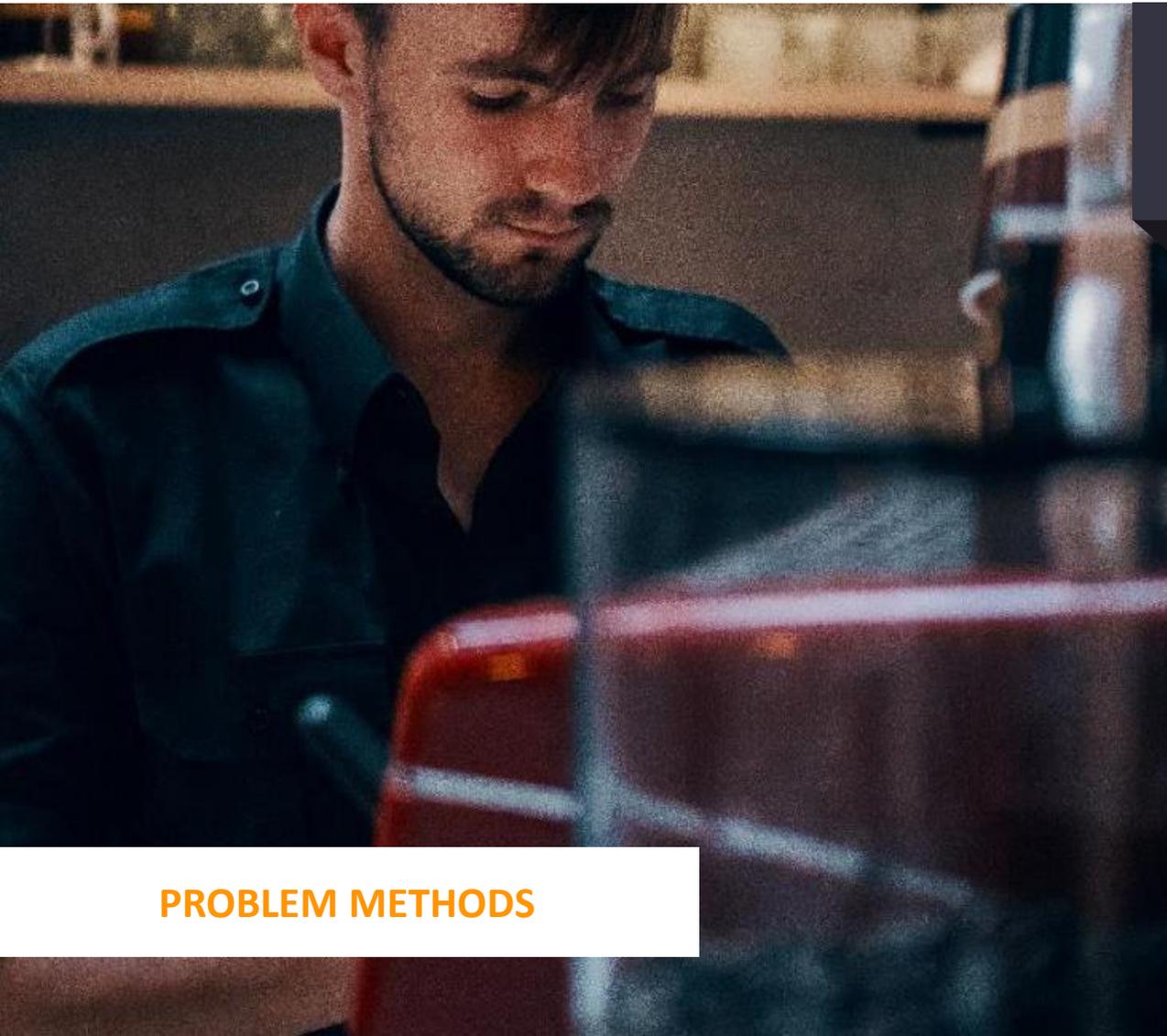
APPLICATION OF **EXPOSITORY** METHODS IN THE TRAINING "MODERN COCKTAILS DECORATIONS"

You can start with a short story about why cocktails are decorated. To present: rules for the selection of decorative materials, use an information lecture interspersed with anecdotes and fun facts.

To illustrate the lecture, you can use: photography, film or slides from a multimedia presentation.

If you want to relax the atmosphere a bit, talk about your own experience related to the topic.

EXPOSITORY METHODS



PROBLEM METHODS

”
APPLICATION OF **PROBLEM** METHODS IN THE TRAINING
”MODERN COCKTAILS DECORATIONS”

Provide a description of the situation when you or your colleague started for the first time in the "Drink-Art" bartending contest or a similar event and something unexpectedly happened.

Provoke a brainstorming discussion of how you can behave in a similar situation and what the consequences may be.

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

SELECTING METHODS AND DIDACTIC RESOURCES- EXAMPLES



PRACTICAL METHODS

APPLICATION OF **PRACTICAL** METHODS IN THE TRAINING "MODERN COCKTAILS DECORATIONS"

Prepare a stand for the preparation of decorative elements. Show products that are best for this.

Using the presentation with explanation, present the necessary equipment and the possibility of using it.

Then do the demonstration with instructions on how to perform the sample decoration, for a specific group of cocktails.

To carry out the exercise you will still need work item; bartender glass, decorative materials.

SELECTING METHODS AND DIDACTIC RESOURCES- EXAMPLES



PRACTICAL METHODS

APPLICATION OF **PRACTICAL** METHODS IN THE TRAINING "MODERN COCKTAILS DECORATIONS"

Participants should join individual exercise classes, i.e. each of them has the task to perform; a number of decorative elements according to your instructions with the possibility of using the same means and materials used during the show. During the exercise, the trainer shares observations and comments.

SELECTING METHODS AND DIDACTIC RESOURCES- EXAMPLES



PRACTICAL METHODS

APPLICATION OF **PRACTICAL** METHODS IN THE TRAINING "MODERN COCKTAILS DECORATIONS"

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 what right?
- What errors were noted?
- Why did they happen ?
- How to avoid them in the future?



STAFF TRAINER

TOURISM SECTOR



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**GO TO THE NEXT
MODULE MATERIALS**

