NEW COMPETENCIES FOR ACCESSIBLE TOURISM IN V4 COUNTRIES
NOWE KOMPETENCJE W DOSTĘPIE DO TURYSTYKI W KRAJACH V4

TRAINING MODULE FOR STAFF WORKING
IN RECOGNIZED CATERING ESTABLISHMENTS

Target group

The target group for this training module are the staff of catering establishments. There are four distinguishable subgroups:

1. Direct customer service employees
2. Management of catering establishments
3. Managers of catering establishments - owners who are in direct contact with customers
4. Employees who do not have a direct contact with customers

The primary objectives of catering establishments is the preparation and sale of food and beverages to be consumed either within the facility or for take away consumption. Sites of this type are divided into two groups:

1. establishments that are available in all ways to the general public
2. establishments that target service to specific groups of consumers

Catering establishments can be found in various locations. They can be located in stationary sites such as: hotels, motels, inns, hostels, camping sites, in guest houses, holiday
homes and other places of a short-term stay. There are also two moving, but in essence stationary types of catering establishments, these are those that are found in railway dining carriages and on passenger ships. Catering establishments do not include mobile retail outlets and vending machines.[1]

In case of this type of establishment, consumer accessibility to the services provided is of great importance. Therefore, the proper preparation of personnel at every level of food handling, preparation, and service greatly increases the accessibility factor.

It is important to clarify the child-related concepts connected with catering establishments.

Customarily such catering establishments are divided into:

- **Bars** – food service facilities, which are similar to a restaurant, but have a more limited offering of popular food and goods. There is usually some element of self-service involved for the consumer. Such facilities can be: a cafeteria, bar, or more universal, such as: fast food, snack, milk, and bistro. The group includes: cafes, tea houses, and pubs.

- **Restaurants** - catering facility available for all consumers, with full waiter service, offering a wide and diverse range of food and drink, offered to consumers by card menus. The facility meets the basic and exclusive needs of the consumer, providing him with both leisure and entertainment as well as specialized food preparation.

- **Catering spot** – food service facility, which conducts a limited catering business, and offers food items from such places as: fried food stands, drinking rooms, ice cream shops, bars at the cinema, at the stadium, and so on.

- **Seasonal catering establishments** – this establishment is run periodically and operates for no more than six months in a calendar year (i.e. waffles booth, barbecue stands at events). The so-called mobile sales outlets and vending machines are not included in catering establishments.

- **Canteens** – a food service facility that provides meals (mainly lunch), but also breakfast and dinner for specific groups of consumers. May also make a one-time meals. It is a separate organization and premises, even though it is located on the premises of a work
place (canteen for workers), schools, colleges, recreation centers. It carries a limited range of meals using self-service or waiter service, and it uses for the most part, a subscription system of sales and distribution of meals.[2]

**Positions taken by the employees of catering establishments**

Typical work positions in catering establishments are:

**Waiter**

The waiter/ waitress is the employee who has the most direct service contact with the consumer in a catering establishment. In addition to serving food and drinks to the table, it is his responsibility to settle the guest’s bill and to offer advice on the restaurant’s menu and to help the customer with any problems related to the food or the service of it that may arise during his stay in the dining hall.

**Buffet worker**

The buffet worker is an employee who keeps the serving line stocked with fresh food and serves it in self-service catering establishments. In addition to serving meals, he or she advises on the menu.

**Bartender**

The bartender is an employee who is involved in the preparation of hot and cold beverages and either serves them directly to establishment’s guests or is involved only in the preparation of the beverages and provides them for the waiter to serve. He gives advice on drinks.

**Sommelier**

A sommelier is an employee who gives knowledgeable advice to customer concerning his selection of drinks, mainly wines, and for specific meals, especially in exclusive catering establishments. He also serves drinks for guests.

**Headwaiter**
A headwaiter is an employee who is directly responsible for taking the bookings of guests in catering facilities, manages the room and directs the work of waiters.

**The head of the bar**

This position is usually combined with work as a bartender. It is characterized, however, by a wider range of duties, such as: managing the supplies of the bar and directing the work of bartenders.

**Manager/the head of the establishment**

A manager is the employee who is directly responsible for managing the facility. In addition to directing specific sections of the facility, he is also running a catering establishment.

**Cook**

A cook is an employee who is responsible for food preparation.

**Chef**

A chef is the employee who is in chargé of managing the catering facilities of a catering establishment. His position involves coordination of cooks work, maintaining documentation related to the production of catering, quality control of meals and their preparation, preparation of procedures in the field of HACCP for the food service establishment.

In addition to standard work positions, there are many outside vendors who work with catering establishments but who do not directly work in the establishment or with customer service, but who are involved in preparing equipment and materials related to catering and the catering establishment itself. It is also necessary to train those who will be involved in creating websites as well as the architects who design catering establishments and the infrastructure of the facilities so that the catering establishment will be suitable for those requiring increased accessibility.
Types of barriers faced by people with disabilities

To illustrate the types of barriers faced by persons with disabilities, we must first correctly identify who is a person with a disability and what is his or her disability. There are many types of disability where the impairment is not obvious, and there are degrees of impairment as well. To be hard of hearing does not mean that one is completely deaf, and people with visual disorders or partially blind cannot be treated the same as if they were blind.

People with disabilities can be divided broadly into two groups according to the source of their disability:

- Disability innate – organism faults or mental defects, which the given person has had since their birth

- Disability acquired - defects resulting from accident or past illness or has resulted due to the aging of the organism

Generally disabilities are divided into several groups which are related to the organs and systems in the body that are impaired:

- visual

- hearing

- deaf without speech

- physical

- speech and language

- mental health

- intellectual and developmental

- learning
Accessibility barriers are obstacles encountered every day by people with disabilities. Usually when talking about barriers to accessibility, the focus is mainly on people who depend on wheelchairs for their mobility or on other devices that facilitate movement. The issues related to other disabilities not necessarily having this type of physical background are not a subject to debate. There are many different barriers, not only the visible ones, but also those which are invisible at first glance. Accessibility barriers can be divided into 5 groups, which are reflected in various stages of customer service in catering establishments and are also connected with finding a job in this type of facility for people with disabilities.

<table>
<thead>
<tr>
<th>Type of barrier</th>
<th>An example</th>
</tr>
</thead>
</table>
| Barriers of attitudes - discriminatory barriers to people with disabilities | - to think that people with disabilities are worse  
- to assume that a person with a speech impediment cannot understand you |
| Information and communication barriers occur when a person has trouble understanding the transmitted message | - the print is too small - unreadable  
- indications are not clear or easy to understand  
- websites that are not available to people who cannot use pointing devices eg. the mouse |
| Technological barriers occur when there is no possibility of using additional devices assisting them | websites that do not support software that can read the contents |
| Organizational barriers arising from the organization, policies and procedures that discriminate against people with disabilities | - recruitment procedures do not provide for the employment of people with disabilities  
- assisting animals are not allowed into the premises - restrictions for people using a guide dog help |
| Architectural and physical barriers resulting from the building shape or space, which causes a problem with the use of the facility for people with disabilities | - the door and halls too narrow that they can fit in them people in wheelchairs  
- too high counters  
- too dark lighting for the visually impaired  
- handles to prevent opening the door for people with arthritis or other conditions that cause hand paralysis |


**Proposed training program – 16 h**

1. An understanding of disability

2. Types of disability - their sources, types, and the impact on the person who has a disability to be able to function in society

3. Methods of combating attitudes barriers - barriers of social character - staff behavior towards people with disabilities

4. Tackling barriers to communication and information - clarity and intelligibility of written and unwritten messages, the use of Braille alphabet

5. New technologies facilitate communication and combine them with equipment already owned

6. Create procedures to facilitate access to services and jobs in catering facilities - a guide dog is no ordinary dog

7. Design of buildings and facilities for people with disabilities in catering establishments

8. The method of training during the work- 4 steps on how to prepare the employee to work to increase the accessibility of services for people with disabilities
9. Evaluation and discussion on new ideas of the trainees and their application in practice regarding the different types of disabilities

**The methodology of the training process**

Depending on the specific training situation, there are several methods to efficiently transmit knowledge to the participants about training program’s scope. Depending on the size of the group, there are additionally methods which are applicable and involve the participants in their training experience to a greater or lesser extent. Pair and group activities in coordination with the teacher provides effective results, since it stimulates the participants to develop their own ideas and methods to solve presented situations. Training materials presented through interactivity are successful in giving participants the knowledge they need to acquire.

In the case of training groups over 30 people, the most frequently used method is the lecture, which will be applied in the case of several points of this training program. Lectures are conducted by an expert of the field and involve the transfer of the maximum amount of information to a group in a manner understandable to the participants. It is very important, even when this method is used to transfer the necessary information, that the materials used are not only dry textbook data. Lectures should be diverse and visualization should be applied and appropriate illustrations of content should be used so that students or participants can fully grasp the scope of materials presented. One basic element of this form of distribution requires appropriate breaks during the lecture and dividing it into logical content pieces so that each part can be opened and closed in a logical sequence so that the students can follow and acquire the necessary knowledge in an orderly manner.

Properly run lecture should take the following form:

1. Introduction

   a. Purpose of the lecture

   b. The summary of lecture for those who have not participated in the earlier part, or a block of training (in the case of the lecture is one of a few)
c. Determination of the main lecture purpose combining it with its specific objectives by linking them to the needs of the training group

d. Stress the main ideas to be developed

2. Expansion

a. Gradually build up the subject of the lecture

b. The logical development of the theme of the lecture

c. A few well-developed stages of the course (they are more efficient than many stages underdeveloped)

d. The proper use of teaching materials (presentations, case-study) in order to keep the interest of listeners and their activity

e. A well-arranged summary of the material introduced - each topic should be taken briefly summarized

3. Completion

a. Summary of the whole lecture

b. The correlation between lecture and individual blocks of the training program

c. Suggestion of literature and materials, which can complement the knowledge imparted during the lecture

d. The determination of tasks for students resulting from the content of the lecture

Another method involves the lecture method combined with discussion. This method is intended for groups of less than 20 participants who already know each other well enough to be not afraid to make mistakes during the discussion. The method is especially applicable whenever the material to be given is easily comprehended and acquired. The points that pertain to lecture preparation and presentation can be applied here, however, now the lecture is interspersed with elements of the discussion, which is based on properly formulated questions.
In the initial part of the course, questions should focus on identifying the current state of knowledge of the participants in the training area. During the course questions focus on whether the participants understand the problems and issues and that receive them properly. The final part of the course has content questions that should relate primarily to the lecture, and then, check the audience’s level of understanding of the lecture’s content.

With this method, the formation of questions by the lecturer is essential, and the questions should be:

1. clear
2. brief
3. lead to constructive and creative conclusions
4. encourage the participants to express their opinions, activate their thinking processes, and work with others to find new solutions for difficult situations

Another useful method is the skills or hands-on lesson. The main objectives of this method are:

1. Delegation of the correct and appropriate methods of work
2. Develop confidence in the training while doing the work
3. Develop the trainees’ accuracy and proper pace of work
4. Encourage the participants to make more effort

This method is carried out in stages and consists of a preliminary explanation of the individual skills that the listeners have to obtain. Then the lecturer demonstrates how to perform a certain task in an appropriate manner (eg. By role-playing – selected participants perform a prepared conversation between a customer and an employee of a catering facility. One simple task is to blindfold one of the participants and then lead him to the correct restaurant table, offer him an explanation of restaurant’s menu, and assist the customer in choosing what he would like). After the end of the original demonstration of the service
methods by selected participants, the others in the course are divided into several groups, in which individuals are to play the roles of people serving clients with different types of disability. After the exercise, each group presents their example to the other participants.

The final stage of this type of course is its summary. This is the time for discussion regarding what the members of the teams presented - what they did right and what is wrong. At the end of the presentations, the teacher summarizes the classes, gathers together the opinions of the participants, and adds his opinions on what he observed.

The final method is ‘on-the-job training’. This method not only prepares the group for work, but also when properly presented and carried out, it will be of future help to those who have completed the training to transmit the best methods of work at their catering facility. This method consists of four steps that can be performed both at their place of work as well as in terms of the training facility in collaboration with an extra coach who pretends to be a customer.

Step 1

a. Preparation of the employee - a brief explanation of his responsibilities

b. Relaxing the employee

c. Determination of the scope of work given to the employee and to examine the level of knowledge on the topic

d. Stimulation of employee’s interest in learning new skills

e. Set the employee in the correct position

Step 2 <introducing a second trainer as a client>

a. Demonstrate how to perform the task

b. Telling, present and illustrate the most important element in a given situation <in the case of this training it is a proper disabled customer service>

c. Stressing the key element of customer interaction
d. The clear explanation in a complete and patient manner, but so as not to teach more than the employee is able to master

Step 3

a. A look at the task exercised by the employee

b. Check whether the employee has done the job properly and to correct any errors that might have been made

c. The employee should explain what the key elements of his work are and how he will do them next time

d. Trainers must ensure that the employee understands his roles and check on his progress to make sure that he is competent

Step 4 <difficult to perform during training but worth mentioning because of its practical aspect>

a. Observe the employee during the work

b. Give the employee free hand - let him work alone

c. Deciding who he should help at this time

d. Checking the frequency of performance of his duties and their quality

e. Encourage questions on concerns that arise during the performance of his duties

f. Reducing direct employee training and keep track of his action

This method is effective when it comes to how to pass on the knowledge and control of workers at their work. This method is time consuming and requires the involvement of additional coaching or trainer to act as a client, however, when it comes to the training of managers, it is very effective and useful in their future work.

When using any of the above methods it is worth while to take advantage of additional teaching aids. Complement the training will certainly adequately prepared materials which
give information about the general idea and the purpose of training. A very important part of the summarizing the training materials are the abbreviations of each block of training, which participants will be able to use after the completion of the course.

Each of the stages of the training should be varied by appropriate multimedia presentations, videos, graphs and visualizations of objects of each block of training.

[1] DEFINICJE (definitions) informatic system. Set of selected definitions of social-economic notions in the field of internal market. Place of publishing GUS (Central Statistical Office of Poland) Warsaw

[2] DEFINICJE (definitions) informatic system. Set of selected definitions of social-economic notions in the field of internal market. Place of publishing GUS (Central Statistical Office of Poland) Warsaw