

HORECA INDUSTRY TRAINER



**PROJECT STANDARD
AND COMPETENCE MODEL**

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I Description of the profession through professional tasks

1 Keywords

HORECA Coach

trainer of the catering industry

trainer of the tourism industry

hotel industry trainer

HORECA trainer

HORECA industry adviser

2 The synthesis of the profession

The HORECA trainer

The HORECA trainer takes an active part in consulting, designing, creating and preparing training for professionals in the HORECA industry. He is also responsible for their organisation, implementation and evaluation. The trainer ensures the quality of the training process and the awarding of qualifications within non-formal education and workplace learning. The trainer also analyses the needs, problems and adapts the tools to the requirements of a given group.

The trainer collects and develops a database of methodological materials, teaching aids and other tools necessary for the learning process. He also participates in the design of multimedia presentations and other interactive forms used in teaching. The trainer selects appropriate multimedia techniques and tools for the material and learning objectives and assesses their effectiveness.

3

Description of the work and the manner of its practice

3.1 Job Description

The HORECA trainer analyses the training needs related to a given profession / position. The trainer takes care of creating a coherent concept of training with the use of tools meeting the specific needs of the target group and constantly deepens the knowledge of the chosen field.

The purpose of the trainers work is to conduct training for employees of a specific specialisation in accordance with the adopted program and in accordance with the agreed conditions.

The activity of the HORECA trainer also involves creating substantive multimedia content of didactic materials in cooperation with programmers and graphic designers. Based on the information gathered, people supporting the trainers work select multimedia techniques and tools that will allow to develop the form of a course planned by the trainer (eg quizzes, tutorials, instructional videos, word clouds, multimedia presentations and animations).

As part of the work, the HORECA trainer conducts an analysis and assessment of educational multimedia solutions available on the market in terms of their suitability in teaching and determines the scope of their use in practice for employees of the HORECA industry.

Depending on the level of engagement, the trainer should:

- ➔ use computer software (including the MS Office package) and the possibilities offered by new technologies to the extent:
 - basic **(1)**
 - Intermediate **(2)**
 - advanced **(3)**

- (1)** Knows how to use Word and Power Point programs in order to prepare materials for training, actively uses materials available on the Internet to supplement their own teaching aids,
- (2)** Knows how to use Word, Power Point, Excel by creating graphs, comparisons, inserting multimedia materials to them, actively using tools available on the Internet, creating mini games (eg quizzes, memory, tests),
- (3)** Uses various advanced tools supporting blended learning, creating own proprietary solutions,

- ➔ Have pedagogical competences in the field of adult learning to the extent:
 - basic **(1)**
 - Intermediate **(2)**
 - advanced **(3)**

- (1)** knows the basic methods of teaching adults, uses and develops their knowledge related to group activities,
- (2)** actively introduces various techniques and styles of knowledge transfer into classes, uses a variety of solutions to activate the group,
- (2)** designs original solutions tailored to a selected professional group based on own experience and knowledge in andragogy, and works with industry organisations in the field of creating materials for selected positions.

Due to the rapid development of information and communication technologies as well as e-learning technologies and tools, the trainer should constantly update his knowledge and increase his competences.

3.2 WAYS OF PRACTICE

The work of the HORECA trainer is based primarily on:

- analysis of the education market for adults,
- analysis of competency gaps in teams,
- developing training for specific needs (tailor made courses),
- co-creation of didactic materials, including multimedia for the industry.

A person employed in this role undertakes duties usually belonging to several specialists, such as:

- training specialist - analysis of competency gaps, creation of a training framework program,
- trainer - creation of substantive content, selection of funds and educational tools, conducting training and evaluation of participants,

- multimedia didactics - selection of innovative forms of lifelong education for employees of the HORECA industry - multimedia industry.

The work of the HORECA trainer is connected with work in a wide professional environment. It is often done in the workplace, supported by tools for remote learning.

3.3 USED MACHINES AND TOOLS

In professional activity, the trainer of the HORECA industry uses mainly computer equipment and input and output devices, as well as interfaces of peripheral devices. In the case of stationary trainings, the HORECA trainer should have the skills to operate devices and workplace tools (eg catering training in the kitchen, bartending training etc).

Examples of input devices the trainer will use in his work:

- scanner,
- camera,
- Digital Camera,
- Tablet ,
- microphone.

Examples of output devices the trainer will use in his work:

- monitor,
- multimedia projector,

- printer,
- speakers,
- headphones.

Examples of peripheral devices of entry and exit, the trainer will use in his work:

- recorder
- external drives,
- pendrive.

The computer used by the HORECA trainer must be equipped with:

- A software for editing and creating files,
- A software for creating multimedia and sound presentations,
- Internet access,
- A set of softwares and extensive applications that allow you to create and run e-learning courses.

3.4 WORK ORGANISATION

The work of the HORECA trainer can be both team and individual, regardless of whether it is run in large or small companies, institutions or vocational training institutions.

Work in the profession usually takes place at fixed times. It usually lasts 8 hours a day and is done during the day. In the case of a large number of training orders by the employer it is possible to work overtime and on non-working days (which is related to the specificity of the HORECA industry, although the training time is not usually determined at weekends - as they are the busiest working days due to a large number of tourists)

Due to the development of various thematic materials, various thematic courses (different professional competences for a selected target group) conducting evaluation processes, the work of the HORECA trainer is not monotonous, but the way it is performed is similar.

Working in this profession does not require much financial and material responsibility. The employee is responsible for the equipment entrusted and bears the professional responsibility laid down in the regulations of the company in which he is employed.

The HORECA industry trainer can also run his own business by providing dedicated solutions himself.



4

Psychophysical requirements

The following is important for an employee working as a Trainer in the HORECA industry:

in the category of physical requirements

- ➔ high efficiency of sight,
- ➔ high efficiency of sense of smell,
- ➔ high efficiency of the sense of taste
- ➔ high efficiency of the sense of touch,

in the category of sensomotor efficiency

- ➔ distinguishing colors,
- ➔ taste sensation,
- ➔ smell,
- ➔ visual-motor coordination,
- ➔ quick reflexes,
- ➔ observation,
- ➔ dexterity of hands,
- ➔ finger dexterity,

In the category of fitness and abilities

- ➔ ability to concentrate,
- ➔ divisibility of attention,
- ➔ good memory,
- ➔ spatial imagination,
- ➔ logical reasoning,

- ➔ imagination and creative thinking,
- ➔ the ease of speaking in speech or writing,
- ➔ artistic talents,

In the category of personality traits

- ➔ ability to work at a fast pace,
- ➔ the ease of switching from one activity to another,
- ➔ self-control,
- ➔ ability to establish contact with people,
- ➔ the ability to listen,
- ➔ the ability to observe,
- ➔ ability to find connections,
- ➔ ability to deal with people,
- ➔ managerial skills,
- ➔ ability to cooperate,
- ➔ self-reliance,
- ➔ initiative,
- ➔ cogency,
- ➔ accuracy,
- ➔ curiosity,
- ➔ organised,
- ➔ sense of aesthetics,
- ➔ resistance to stress,
- ➔ striving for achievements.

* Based on the Profession Analysis Questionnaire prepared by the Central Institute for Labor Protection the information was prepared

5

Occupational tasks

T1

IDENTIFYING, ANALYSING AND DIAGNOSING TRAINING NEEDS OF EMPLOYEES FROM THE HORECA INDUSTRY.

T2

DESIGNING TRAINING SOLUTIONS THAT MEET THE NEEDS OF A GIVEN PROFESSIONAL GROUP.

T3

DEVELOPMENT OF A TEACHING ENCLOSURE FOR THE IMPLEMENTATION OF A SPECIFIC TRAINING PROGRAM FOR EMPLOYEES OF THE HORECA INDUSTRY.

T4

IMPLEMENTATION OF VOCATIONAL TRAINING FOR THE HORECA INDUSTRY.

T5

EVALUATION OF THE TRAINING PROCESS.

T6

DOCUMENTING THE TRAINING PROCESS IN ACCORDANCE WITH THE ACCEPTED PROCEDURES AND CLIENT'S NEEDS.

T7

ANALYSIS AND ASSESSMENT OF COMPETENCES BASED ON TRAINING EXPERIENCE.

T8

CONDUCTING ADVISORY PROCESSES AND FORMULATING RECOMMENDATIONS.

T9

CONDUCTING CONVERSATIONS WITH THE CLIENT, TRANSPARENT COMMUNICATION OF THE SCOPE OF SERVICES AND ACTIVITIES NECESSARY FOR THEIR IMPLEMENTATION.

5.1 PROFESSIONAL COMPETENCES

CT1

CREATING A CONCEPT, DESIGNING AND ORGANISING A TRAINING PROCESS FOR A SPECIFIC PROFESSION.

CT2

IMPLEMENTATION, EVALUATION AND QUALITY ASSURANCE OF THE TRAINING PROCESS.

CT3

ANALYSIS AND ASSESSMENT OF COMPETENCES AND CONSULTING PROCESSES FOR EMPLOYEES OF THE HORECA INDUSTRY.

5.1.1 Competence CT1 Creating a concept, designing and organising a training process for a given qualification includes a set of professional tasks (T1, T2, T3, T9) for which appropriate sets of knowledge and skills are required.

T1

IDENTIFYING, ANALYSING AND DIAGNOSING TRAINING NEEDS OF EMPLOYEES FROM THE HORECA INDUSTRY.

Knowledge:
Knows and understands:

- ways to search, process and interpret data;
- methods of testing needs;
- market trends and conditions;
- research tools;

Skills- can:

- monitor the HORECA sector in terms of the needs and expectations of employers and employees;
- choose methods for testing the needs of training participants;
- develop research tools;
- support identification of participants' needs;
- determine the participants' training needs based on the conducted research;
- provide up-to-date information that meets the needs of clients in a transparent and comprehensible manner;
- analyse and interpret data obtained in the research process;

T2

DESIGNING SOLUTIONS THAT MEET THE NEEDS OF A GIVEN PROFESSIONAL GROUP

Knowledge:
Knows and understands:

- adult learning methodology;
- forms of development support;
- preferences of the target group of the training being created;
- the specifics of the client for whom the project is being created;
- examples of good practices used in training design;
- design solutions and tools to support the creation of training;
- core curriculum for the chosen profession in the HORECA industry;

Skills- can:

- define training needs;
- set training goals;
- develop general project assumptions based on the information gathered;
- determine the participants' training needs based on the conducted research
- formulate goals and outcomes of general education as well as detailed trainings;
- specify indicators showing the achievement of training objectives;
- determine the starting level of competence of the group with which he works based on the information gathered;
- industry knowledge - highly specialised, knowledge for the profession (developed in section 5.2);
- perform activities provided in the core curriculum for a given occupation of the HORECA industry at an advanced stage;

T3**DEVELOPMENT OF A TEACHING ENCLOSURE FOR THE IMPLEMENTATION OF A SPECIFIC TRAINING PROGRAM FOR EMPLOYEES OF THE HORECA INDUSTRY****Knowledge:
Knows and understands:**

- group phenomena;
- issues that relate to the content of the training;
- methods for selecting training content;
- tools supporting educational processes;
- programs for creating training content;

Skills- can:

- develop necessary didactic aids;
- select training content in terms of its usefulness and its objectives including client's needs;
- use technologies supporting the creation of training, including on-the-job training;
- select teaching content and professional tasks adequate to the goals and specific training needs of the participants;
- choose the style of conducting training as well as training methods and techniques in such a way as to regulate the level of energy, tension and openness of participants;
- select activating methods and techniques of conducting training, taking into account the specificity of the group, eg age, physical fitness, necessary equipment;
- develop educational materials, eg multimedia presentations, exercises, recipes, games that are consistent with the content of the training, take into account the specificity of the training group;
- create a safe and adapted to the specificity of the HORECA industry learning environment;

T9**CONDUCTING CONVERSATIONS WITH THE CLIENT, TRANSPARENT COMMUNICATION OF THE SCOPE OF SERVICES AND ACTIVITIES NECESSARY FOR THEIR IMPLEMENTATION****Knowledge:
Knows and understands:**

- principles of conducting business talks;
- basis of negotiations;
- principles of verbal and non-verbal communication

Skills- can:

- create an offer for a potential client;
- precisely define the scope of proposed services and activities based on diagnosed competency gaps;
- create educational recommendations (lesson learnt);
- build a good relationship with the client;
- actively listen;
- precisely ask questions;

- 5.1.2** Competence CT2 The implementation, evaluation and quality assurance of the training process includes a set of professional tasks (T4, T5, T6) for the implementation of which appropriate sets of knowledge and skills are required.

T4

IMPLEMENTATION OF VOCATIONAL TRAINING FOR THE HORECA INDUSTRY

Knowledge:

Knows and understands:

- training methods and techniques;
- rules for creating a training program;
- ways of presenting knowledge;
- principles of work organisation in various training methods;
- educational contract

Skills- can:

- draw up an agenda, training schedule;
- assess the skills and competences of the training participants;
- use a simple clear language in correlation with the industry language of HORECA;
- observe the behaviour of the training participants, make hypotheses about the current state of the group and critically assess their adequacy;
- adjust the way of conducting training to the changing situation in the group;
- engage participants to actively act and share their experiences;
- deal with unusual situations and skilfully find a way out of them;
- give feedback to participants;

T5

EVALUATION OF THE TRAINING PROCESS

Knowledge:

Knows and understands:

- assessment principles and elements of evaluation;
- principles of ensuring the quality of the education process;
- programs supporting the running of evaluation processes

Skills- can:

- apply basic methods of evaluation of learning outcomes;
- analyse the process of implementation of the planned training goals;
- evaluate training, including the effectiveness, i.e. the degree to which the goals are achieved;
- organise the evaluation process;
- guarantee regular and precise monitoring of the development of people participating in the training
- integrate the evaluation results in the training process;
- use elements of evaluation;
- apply the principles of evaluation and quality assurance of the training process;
- correct any identified irregularities;

- 5.1.3** Competence CT3 Analysis and assessment of competences including conducting consulting processes for employees of the HORECA industry a set of professional tasks (T7, T8) for the implementation of which appropriate sets of knowledge and skills are required.

T7

ANALYSIS AND ASSESSMENT OF COMPETENCES BASED ON TRAINING EXPERIENCE

Knowledge:

Knows and understands:

- basic competences in the HORECA industry;
- definition of competence;
- rules for competence assessment;
- the scale of competence assessment;

Skills- can:

- define feedback;
- observe and formulate conclusions on the competences of training participants;
- define the purpose of the process related to the assessment of a given competence;
- formulate the expected final result regarding a given competence;
- carry out competency tests among participants;
- conduct individual and group interviews

T8

CONDUCTING ADVISORY PROCESSES AND FORMULATING RECOMMENDATIONS

Knowledge:

Knows and understands:

- advice principles;
- principles of career planning and development;
- methods and tools of an advisors' work;
- methods of motivating and evaluating employees;

Skills- can:

- build an advisory relationship with the client;
- diagnose the employee's predispositions and professional interests;
- plan your career development;
- define career goals;
- formulate professional recommendations;
- use tools supporting employee development;
- conduct individual and group consulting

5.2 SPECIFIC COMPETENCES OF HORECA TRAINERS TRAINING IN SELECTED PROFESSIONS AND POSITIONS

The description of the HORECA industry trainer assumes that he will acquire key competences to perform professional tasks regardless of the profession in which he will specialise. However, the specificity of the HORECA industry and the positions that appear in it requires the trainer to have a lot of knowledge related to a given profession. To be reliable for people who the trainer trains, he must have advanced skills in a given field. The main emphasis in this industry is put on practical skills.

For the purposes of this project, three professions were selected, in which the HORECA trainer can provide profiled trainings and courses:

- HORECA trainer for chefs,
- HORECA trainer for waiters,
- HORECA trainer for bartenders / baristas / sommeliers.

Each of the above specialist trainers must have a professional qualifications. This means that the trainer of the HORECA industry can not be a person who is not a specialist in a given subject area. Depending on the training area, the trainer should be an active professional in the profession - only then can he build a certain coaching authority and professionally prepare a training for participants (taking into account the specificity of the industry, including global trends, showing interesting facts and inspiring the industry).



SZEF KUCHNI



KUCHARZ



KELNER



BARMAN



POKOJÓWKA



RECEPCJONISTA



KIEROWNIK
SALI



ZAOPATRZENIOWIEC



MENAGER HORECA



POMOC KUCHENNA



CONCIERGE

Depending on the professional group that will be trained, it is necessary to point Kz1, Z2 of the general standard of the HORECA trainer to include professional tasks related to the selected specialisation.

For example, for the trainer of the HORECA industry - specialisation in cooking professions, professional tasks corresponding to the cook's profession should be included.

Knowledge: Knows and understands:

- secrets of the chosen cuisine;
- catering equipment used in a given cuisine ;
- spices and methods of combining products;
- rules of hygiene and safety in the kitchen;
- HACCP principles.

Skills- can:

- organise and plan technological processes;
- store, and protect raw materials from spoilage,
- independently prepare dishes, drinks, and ready-made products from various groups of raw materials with preservation of nutritional value using various techniques and methods,
- portion, decorate and send culinary products;
- plan meals and arrange menus;
- cooperate with a team of cooks and waiters;
- cooperate with clients and suppliers as well as with the management of the company;
- control the conformity of production activities with the requirements of the gmp and ghp system;
- can use color, taste and smell.

5.3 SOCIAL COMPETENCES

The person performing the job of a HORECA trainer should have the social competences necessary for the proper and effective performance of professional tasks.

In particular, they should be ready for:

- independent decision-making in the field of work carried out,
- taking initiatives in the creation and modernisation of the project,
- independent preparation and conducting of trainings,
- Showing concern for participants' needs and learning conditions,
- openness to learning and feedback,
- critical assessment of own activities,
- bearing responsibility for the efficiency of their work,
- conducting talks and negotiations in search of a compromise in the implementation of the project at all stages of project creation and implementation,
- continually improving professional competences and tracking new solutions in the field of training and solutions specific to their specialisation,
- learning alternative styles and methods of coaching through participation in various forms of development and cooperation with other trainers,
- strengthening personal and interpersonal competences, (eg through interpersonal training, coaching, training).

6

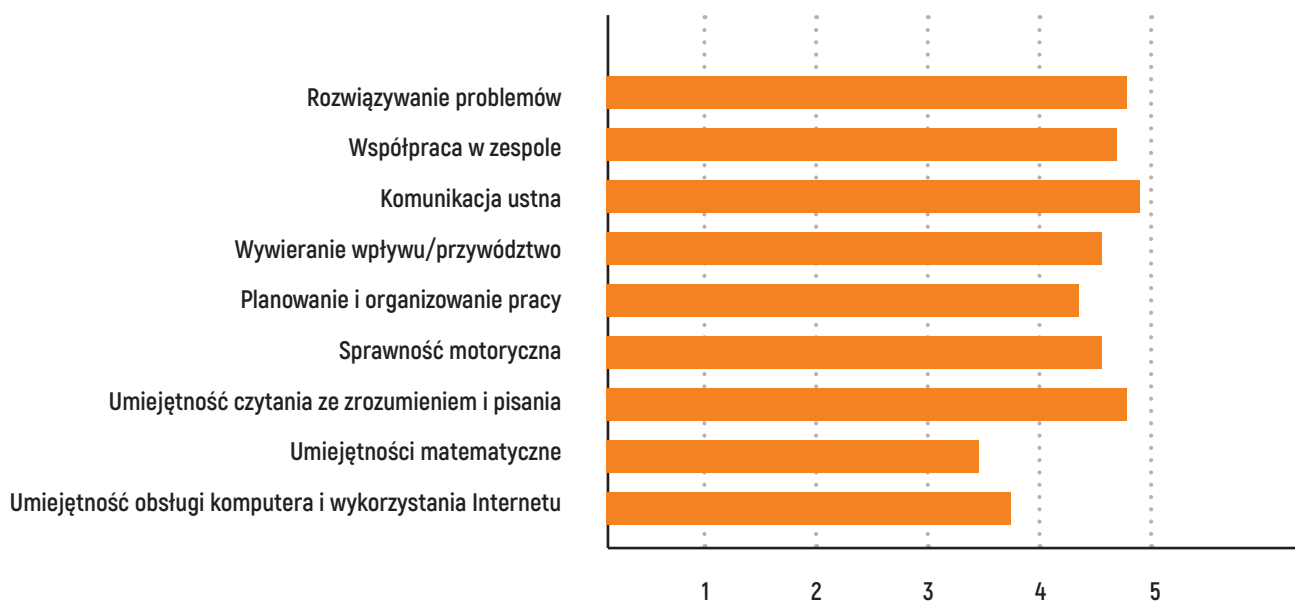
Profile of key competences for the profession

The employee should have the ability to perform professional tasks properly and HAVE THE predispositions to professional development, which is why it is required to have the appropriate key competences.

They have been illustrated in the form of a profile (Figure 1) showing the importance of key competences for the profession of the HORECA trainer.

FIG. 1

Profile of key competences for the profession - HORECA trainer





MODEL OF COMPETENCE OF THE HORECA INDUSTRY TRAINER.

STRUCTURE AND HIERARCHY OF COMPETENCE AND PROFESSIONAL QUALIFICATION OF A HORECA TRAINER

Creating modern and effective training requires professional knowledge not only about the industry itself, but also about tools that support learning in the workplace. The specificity of the HORECA industry includes; time of work, high physical loads, changing customer trends and preferences, as well as increased competitiveness, causes the big challenges faced by those who create and implement training in this industry.

Trainer competencies can be defined as the sum of experiences, abilities, skills, behaviours and knowledge correlating with relevant personality traits. They are closely related to practice and professional development. According to the dictionary definition, vocational competence standards are defined as everything that an employee knows, understands and can perform according to the situation at the workplace. They are described as the collections of: knowledge, skills and social competences.

The trainer of the HORECA industry through professional tasks must take into account the specificity of the industry for which the solutions are dedicated. It is therefore important to constantly monitor

the hotel and catering sector both in terms of expectations and needs of employers, as well as specific employee requirements. The key here is the identification of specific dynamics for a given position. An in-depth analysis will allow to present the offer and tools corresponding to the group's ability to acquire knowledge and skills in a friendly and transparent way. The understanding of industry competences of a given group is also very important. Lack of knowledge of the gastronomy and hotel market may cause erroneously defined low competences and the need to educate them. Above all, the trainer should know the industries and be someone who can motivate and give direction to the development of a given person in the HORECA industry.

The trainer's tasks will also include shaping the clients personal qualities that are important for this industry. These include flexibility, creativity, innovation, availability, and entrepreneurship.

It should be emphasised that no partner country currently has a separate occupation - HORECA trainer, which adversely affects the quality of training services provided to hotel and catering staff.



1

Competency profile of a horeca industry trainer

Due to the high specificity and dynamics of occupations in the HORECA industry, specialisation in the field of vocational training is needed. It will allow to provide knowledge tailored to the spe-

cific con-ditions related to the profession and take into account the differences resulting from the typical professional tasks of each of the occupations.

Specialisation

Task Range

trainer
of cooking professions

trains kitchen assistants, cooks, chefs

trainer
of bartending professions

Trains barmans, baristas, sommeliers

Waiter Trainer

Trains waiters

The main purpose of this division is to train trainers for given professions to provide professional training services. They should be based on their own experience in this area and combine with the acquired training competences, both at the level of education and the personality traits possessed.

The trainer, depending on the level of personal development and level of knowledge and experience should be prepared for:

1. independently designing and conducting trainings addressed to a selected professional group;
2. Creating original methods according to the selected thematic specialisation;
3. Using the group's potential to create new educational paths;
4. Cooperating with professional organisations and employers in developing educational solutions tailored to the target group.

2

Breakdown of advancement level of the trainer in correlation to group level

on the example of a trainer training chefs, trainer training bartenders and a trainer training waiters.

1. PROFESSIONAL EXPERIENCE FOR THE HORECA INDUSTRY TRAINER - CHEF

Persons wishing to train chefs should have the following education and professional experience as a formal rule:

- min. gastronomic education,
- preferred master exam in the profession of a chef,
- constantly improving the practical knowledge and skills of HORECA

(active professional work in the kitchen, participation in the HORECA trade fair, participation in competitions in the HORECA industry, constantly raising practical knowledge and coaching skills (competence courses including, for example, training on innovative methods and tools in teaching, blended learning)

Work experience depends on the level of the target group (trained group):

Trained group	Work experience of a chef trainer
amateur - hobbyists	<ul style="list-style-type: none"> ● professional experience in the HORECA industry, min. 4 years, ● cooking experience min. 3 years, ● cooking experience in restaurants, wedding houses, hotel restaurants - various gastronomic centres
beginner chefs	<ul style="list-style-type: none"> ● cooking experience min. 5 years in the HORECA industry, ● work experience in international teams, ● cooking experience in restaurants, wedding houses, hotel restaurants - various gastronomic centres, ● achievements in national industry competitions.
advanced chefs / professionals	<ul style="list-style-type: none"> ● cooking experience min. 8 years in the HORECA industry, ● experience in managerial positions in the kitchen (deputy chef, chef) - min. 2 years, ● experience in working in an international team, ● preferred experience of managing an international cooking team, ● cooking experience in restaurants, hotel restaurants - prestigious tourist and gastronomic places, ● participation in international trade fairs and events, ● achievements in national and international competitions of HORECA.



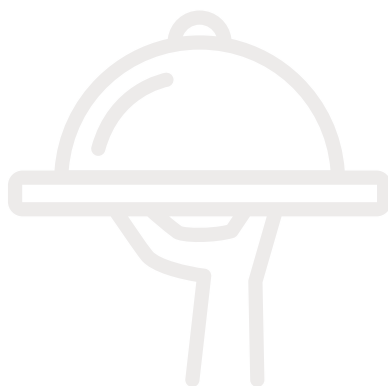
2. WORK EXPERIENCE OF A HORECA INDUSTRY TRAINER- BARMAN

Trained group	Work experience of a chef trainer
<p>amateurs - hobbyists</p> <hr/>	<ul style="list-style-type: none"> professional experience in the HORECA industry, min. 2 years, Bartending experience min. 1 year.
<p>beginner barman</p> <hr/>	<ul style="list-style-type: none"> experience in the HORECA industry min. 3 years, experience as a barman / sommelier / barista at least 2 years, experience in working in international teams, experience in various places: restaurant bars, hotel bars, smaller dining places, working at events, participation in industry national competitions.
<p>advanced/ professional barman</p> <hr/>	<ul style="list-style-type: none"> experience in the HORECA industry, min. 4 years, experience in managerial positions in the HORECA industry, e.g. manager of the room, HORECA manager - min. 1 year, experience in the position of barman / sommelier / barista not less than 3 years, experience in various places: restaurant bars, hotel bars, smaller dining places, working at events experience in working in an international team, participation in international trade fairs, achievements in industry and national/international competitions.



3. WORK EXPERIENCE FOR THE HORECA INDUSTRY TRAINER- WAITER

Trained group	Work experience of a chef trainer
<p>beginner waiters</p> <hr/>	<ul style="list-style-type: none"> ● experience in the HORECA industry min. 2 years, ● experience as a waiter at least 1 year, ● experience of working in international teams, ● experience in various places: restaurants, hotel restaurants, smaller dining places, working at events, ● participation in industry national competitions.
<p>advanced /professional waiters</p> <hr/>	<ul style="list-style-type: none"> ● experience in the HORECA industry, min. 4 years, ● experience in sommelier min. 1 year, ● experience in managerial positions in the HORECA industry, e.g. manager of the room, HORECA manager - min. 1 year, ● experience as a waiter no less than 3 years, including the experience of arranging buffets and handling large events, ● experience in various places: restaurants, hotel restaurants, smaller dining places, working at events, ● experience in working in an international team, ● participation in international trade fairs, ● achievements in industry and national/international competitions.



3

Threats resulting from the adopted concept of the horeca trainer standard

Considering the specifics of the HORECA industry professionals and the possible reluctance of the community and some of the standard implementation in its proposed form, the authors offer a complementary solution for people who, for various competence, personality and other reasons, do not have the need or desire to expand their knowledge and training skills thus becoming trainers in the HORECA industry.

The proposal assumes working in the so-called training duets (training teams), where one trainer has all the trainer competencies necessary to conduct a full training process, and the second trainer - a professional in a given profession builds the substantive content of the training at the professional level. The following graph presents the division of roles of such a tandem, which synergistically complement the competences, while maintaining their professional identity:

HORECA industry trainer

- ➔ high coaching competences
- ➔ coaching experience
- ➔ knowledge of the HORECA industry:
 - general level
 - specificity of the professions

Treduje trenerów zawodowych (specjalistów) z zakresu wiedzy związanej z pracą z grupą, różnych rozwiązań i narzędzi szkoleniowych, daje im wsparcie merytoryczne.



Trainers of the professions (specialists) of the HORECA industry

- ➔ basic coaching skills
- ➔ knowledge of the HORECA industry:
 - specialist level in a given profession;
 - practical skills (from 3 to 5 years depending on the specificity of the profession);
 - knowledge of the core curriculum of a given (chosen profession).



SZEFEKUCHNI



KUCARZ



KELNER



BARMAN



POKOJÓWKA



RECEPCJONISTA

KIEROWNIK
SALI

ZAOPATRZENIOWIEC



MENAGER HORECA



POMOC KUCHENNA



CONCIERGE



HORECA INDUSTRY TRAINER



PROJECT STANDARD AND COMPETENCE MODEL



Erasmus+

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