



**STAFF
TRAINER**
TOURISM SECTOR



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

BUILDING A CAREER PATH
CHEF

2

WHAT IS A CAREER PATH?



CAREER PATH

is a system of education stages leading to a particular profession or a higher professional position.



PODCAST
Recording no 1

WHAT IS A CAREER PATH?



CAREER PATH : YOUNG PEOPLE

In order to become a chef you need to:

- ➔ Have finished your GCSEs
- ➔ Completed college/ BTEC in hospitality/ food technology etc
- ➔ Continue college to a higher level such as Level 4 in a chosen BTEC/NVQ etc.

WHAT IS A CAREER PATH ?



CAREER PATH : ADULT

An adult learner decides about his professional career, which usually includes:

- adjusting qualifications to the actual requirements related to the job position,
- extending qualifications to improve their work experience.

WHAT IS A CAREER PATH?

CAREER PATH OF A CHEF

An adult who would like to become a qualified chef can:

- ➔ complete the qualifying professional course in the qualification of the cook (TG.07) and confirm this qualification with a professional exam or
- ➔ gain professional experience by working as a kitchen assistant or cook without qualifications for at least 2 years or
- ➔ graduate from the secondary school and confirm the qualification of TG.07 with a professional exam or
- ➔ Have an education in the profession, complete 1st and 2nd degree cookery courses.



WHAT IS A CAREER PATH ?



CAREER PATH OF A CHEF

An adult working in the chef's profession, open to innovation and self-improvement in order to consolidate his position in the profession, can complete various refresher courses and trainings.

They will allow to extend professional competences and increase the quality of services provided by him as well as professional performance of additional tasks.

WHAT IS A CAREER PATH?



CONSTRUCTING A CAREER DEVELOPMENT PATH

The conscious implementation of the chef's professional development plan connects to the process of improving self-esteem and self-fulfillment skills.

Answer the following questions:

- ➔ Why do I want to work in this profession?
- ➔ What especially interests me in this industry?
- ➔ To what extent would I want to specialise?



ATTACHMENT
WORK CARD 1 AND 5



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THE CHEF'S CAREER DEVELOPMENT ALSO DEPENDS ON THE EMPLOYER

- The mission and vision of the company's development as well as its financial potential are the priority for designing the professional development of chefs.
- The chef should be educated all the time, because technological progress, fashion, tastes and other realities of everyday life pose high expectations for him.
- Owner - the employer decides about the direction of the company's development and operation. He can support the employee in the implementation of these professional aspirations, which will improve the company's image and improve the quality of provided services.

CAREER PLAN DEVELOPMENT



CAREER PLAN DEVELOPEMENT IS BASED ON:

- ➔ indicating the necessary professional experience,
- ➔ defining further work positions or competences as possible to achieve,
- ➔ defining the objectives to achieve and qualifications necessary for a given position,
- ➔ anticipating the period of time in which it is possible to occupy a given position ,
- ➔ taking into account social factors and processes that each person is subject to (age, health, family commitments, needs and opportunities of the company, etc.).

CAREER PLAN DEVELOPMENT



THESE SKILLS REQUIRE A PERFECT PERFORMANCE ACCORDING TO CHANGING TRENDS, FASHION AND DEVELOPMENT OF TECHNOLOGY.



The waiter's professional development plan should take into account professional skills that are already available and those that need developing.

The basic skills of a chef are:

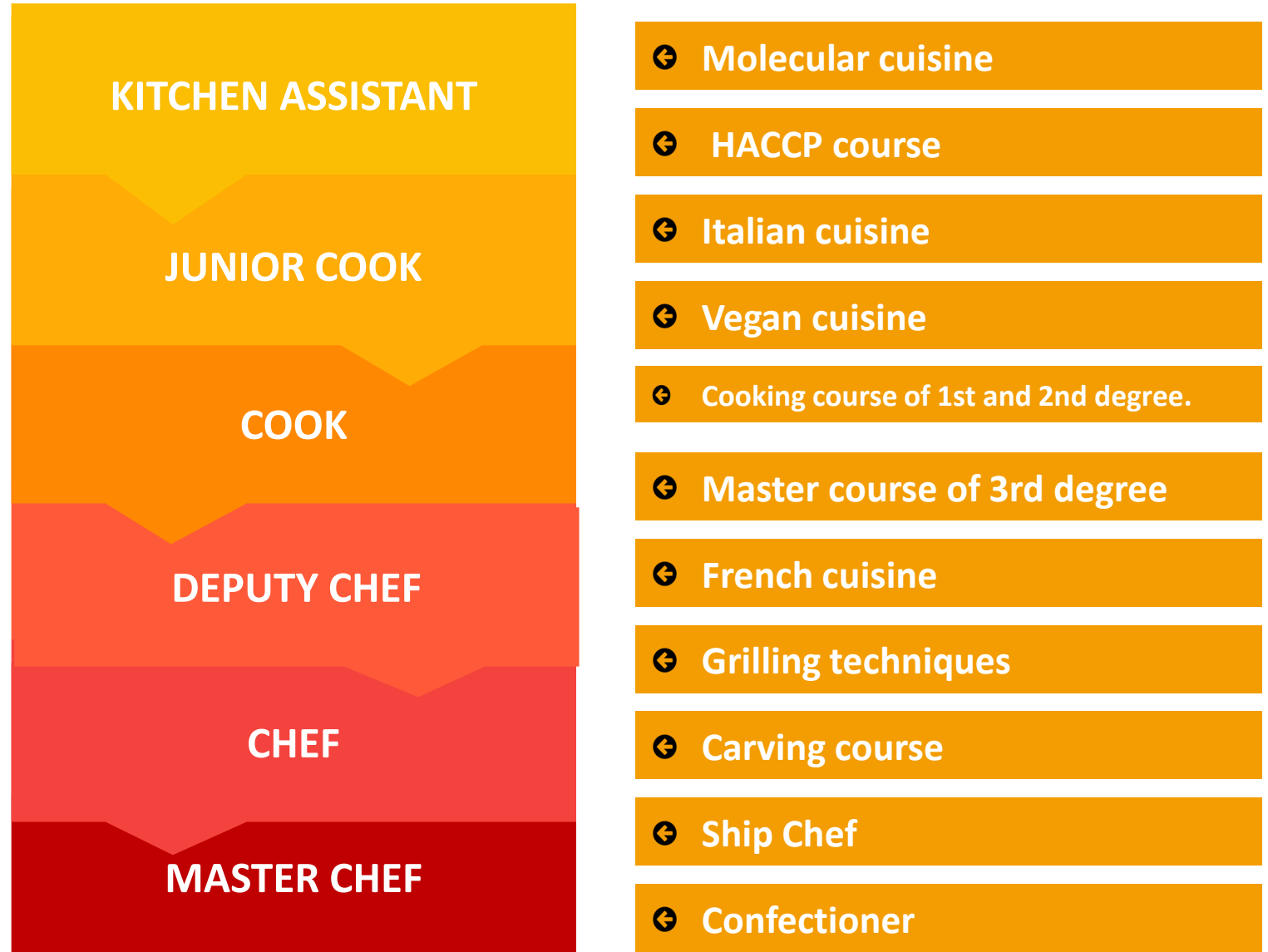
- ➔ storage of food,
- ➔ preparing meals and drinks,
- ➔ doing activities related to the pricing of dishes and drinks.

CHEF CAREER PATH- EXAMPLE



CHEF CAREER PATH- EXAMPLE

In a conscious professional-educational path there is a constant desire to develop qualifications by participating in trainings and courses.





CHEF

- ➔ CHEF SMOCK
- ➔ CHEF TROUSERS
- ➔ APRONS
- ➔ CHEF GLOVES
- ➔ HATS
- ➔ CHEF SHOES

RAISING QUALIFICATIONS -ADULTS



LEARNING ADULT

- ➔ Is a concipous participant of the learning- teaching process,
- ➔ Has a small or large work experience,
- ➔ independently guides the learning process,
- ➔ His educational needs arise from changing employment conditions and opportunities,
- ➔ Has internal motivation.

RAISING QUALIFICATIONS- ADULTS



CHARACTERISTICS OF LEARNING ADULTS

- ➔ different levels of life and professional experience and different age,
- ➔ diversified educational activity,
- ➔ different habits regarding styles, techniques and learning skills,
- ➔ already formed professional habits and attitudes towards work,
- ➔ lack of time resulting from professional and family responsibilities,
- ➔ the practical dimension of decisions regarding professional development or the beginning of education,
- ➔ the skill of abstract thinking,
- ➔ ability to focus.

RAISING QUALIFICATIONS -ADULTS



ADULTS LEARN BEST WHEN:

- ➔ they can speak without fear of criticism,
- ➔ they can make mistakes,
- ➔ they have an impact on the course of the training, they see a practical and measurable aspect of raising
- ➔ they are accepted in the environment in which they learn,
- ➔ they are actively involved in the learning process by sharing ideas, impressions and variants of solutions,
- ➔ they understand the value and meaning of what they are learning,
- ➔ they solve real problems on the training, and not only implement theoretical content,
- ➔ they have the opportunity to refer to their own experience.

RAISING QUALIFICATIONS- ADULTS



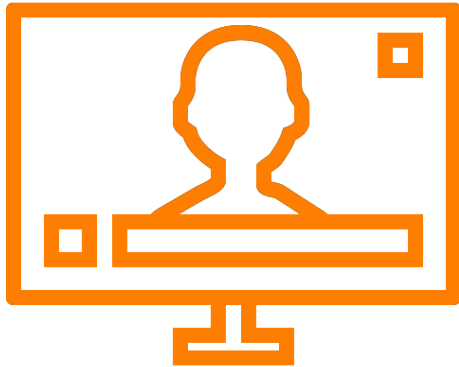
METHODS OF ADULT LEARNING

THE METHODS OF ADULT LEARNING do not differ much from learning-teaching methods of young people.

Adult learners achieve better results when:

- ➔ they are treated individually,
- ➔ have specific learning goals,
- ➔ they optimally use time.

RAISING QUALIFICATIONS -ADULTS



TEACHING SPECIFICATION - ADULTS

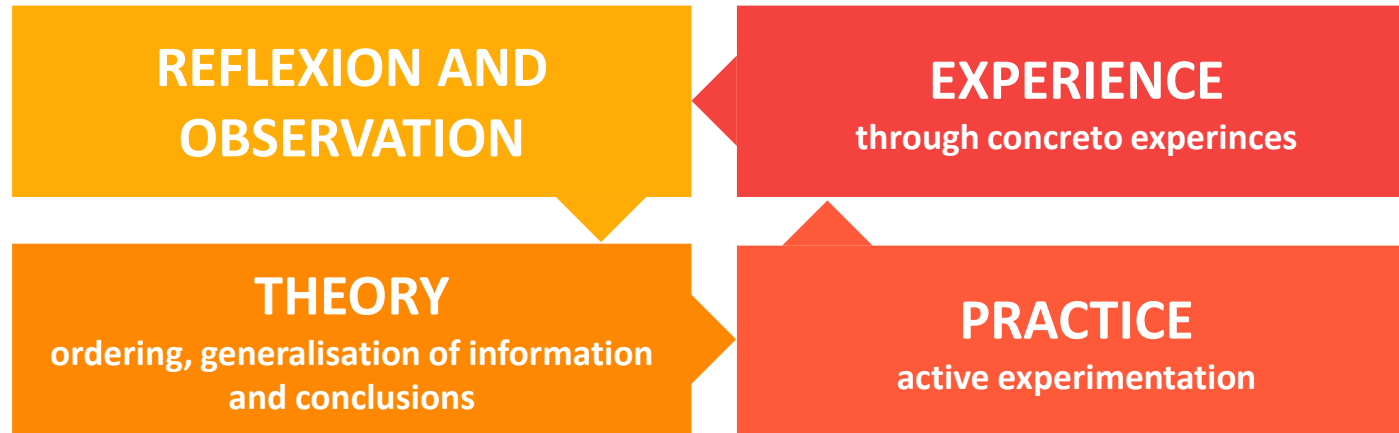
- targeting education to target groups,
- the perspectives of the trainer and participant,
- direct confrontation with the content of education,
- clear influence of emotions and motivation on the teaching-learning process,
- big need of individualisation,
- high share of self-education and self-improvement.

RAISING QUALIFICATIONS -ADULTS

Effective educational technique, according to which achieving success in education is connected with going through four key stages of learning



KOLB'S CYCLE



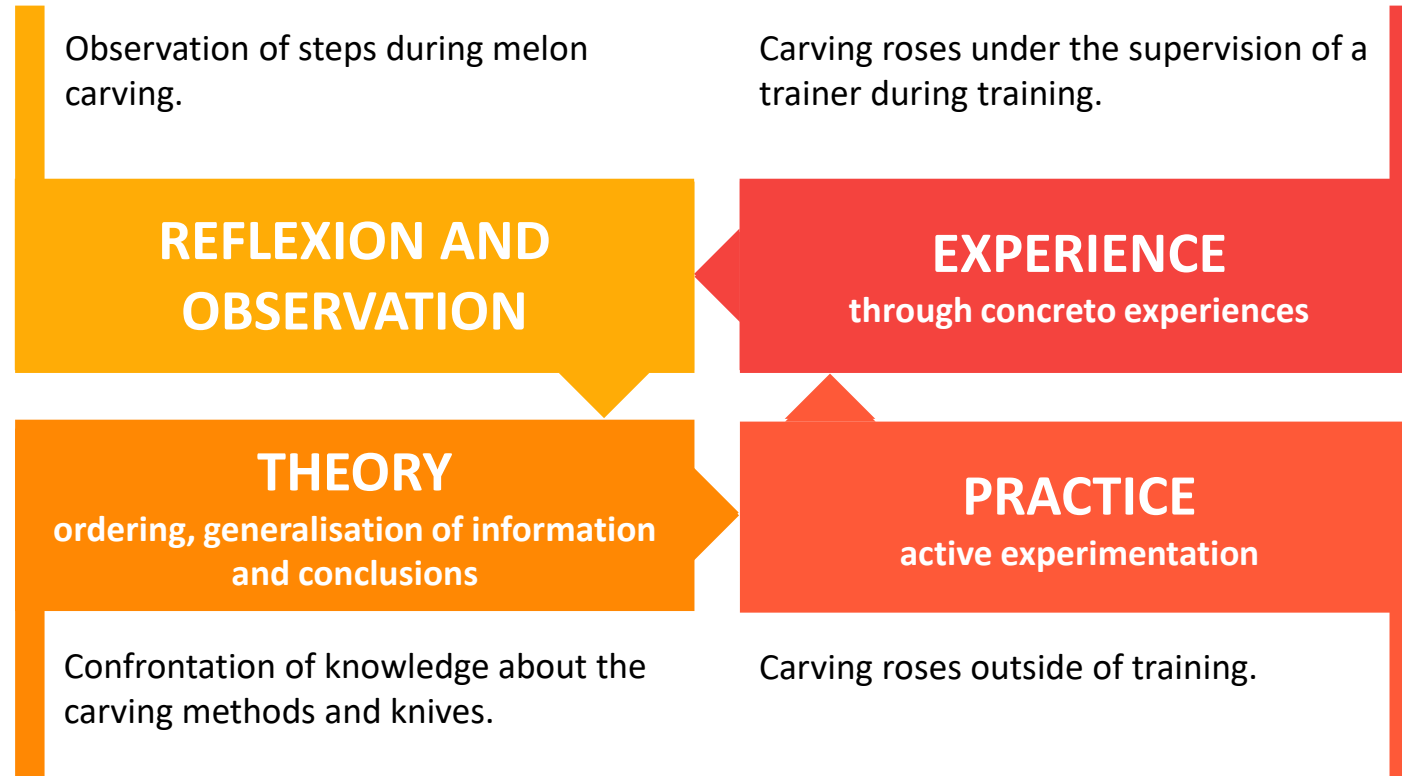
The order of implementation of the individual stages of education in KOLB'S CYCLE is optional. Its effectiveness is achieved when all stages are completed.

RAISING QUALIFICATIONS -ADULTS



KOLB'S CYCLE

EXAMPLE: CARVING ROSES IN A
MELON



RAISING QUALIFICATIONS -ADULTS



BARRIERS IN ADULT EDUCATION

- ➔ great sensitivity to criticism,
- ➔ lack of self-confidence - fear of failure, ridicule in the group forum,
- ➔ understated or over-estimated self-esteem,
- ➔ disinterest,
- ➔ lack of motivation.
- ➔ no or little visible benefits from the training being carried out,
- ➔ lack of ability to build interpersonal relationships.

RAISING QUALIFICATION -ADULTS



DURING THE IMPLEMENTATION OF GROUP TASKS IT IS NECESSARY IS TO HAVE THE SKILLS OF BUILDING INTERPERSONAL RELATIONS, OR THE ABILITY TO COMMUNICATE WITH PEOPLE IN DIFFERENT SITUATIONS.

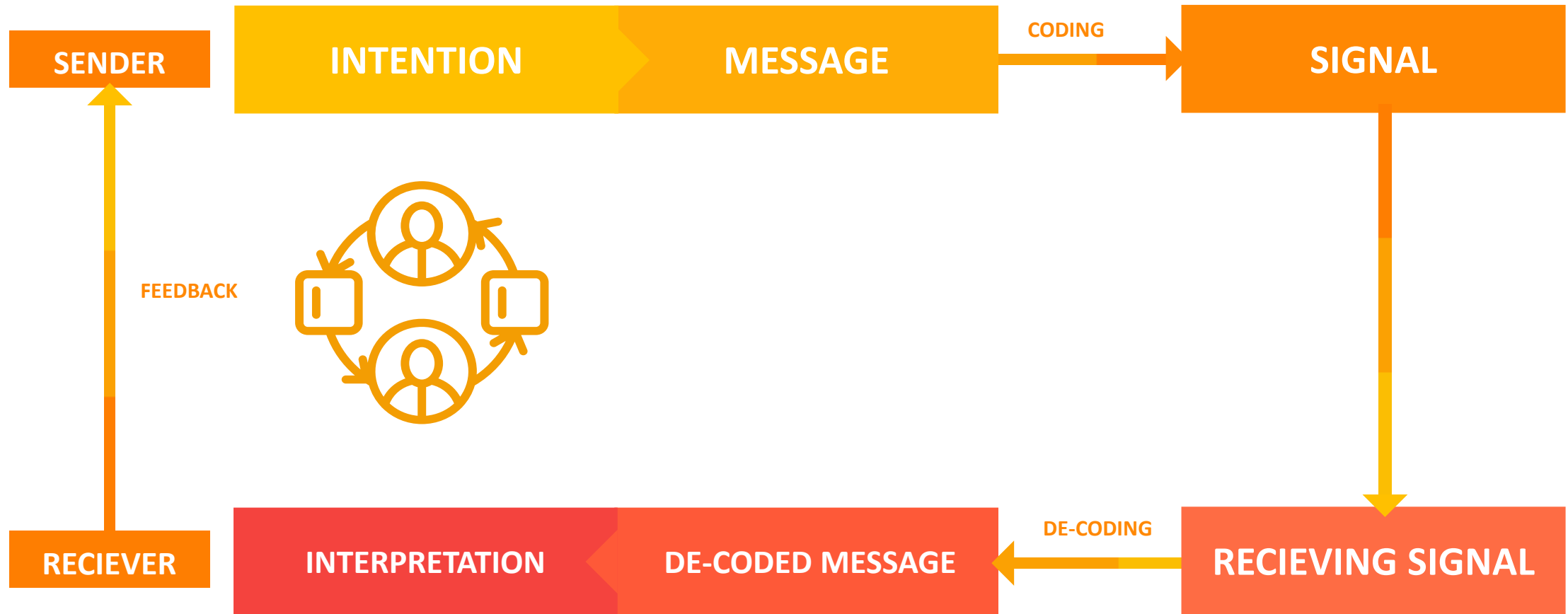
The basic skills of a chef in this area are:

- ➔ precise transmission of commands and other information,
- ➔ active listening and proper response,
- ➔ reading messages and giving feedback,
- ➔ cooperation in a team and providing information to other kitchen employees,
- ➔ communicating with waiters.

The aforementioned skills should be possessed by a trainer in order for him to transfer them to the participants of the training.



INTERPERSONAL COMMUNICATION



ATTACHMENT
WORK CARD
2 AND 3



PODCAST
2

INTERPERSONAL COMMUNICATION



ONE WAY COMMUNICATION

SENDER



RECIEVER

IS ADVISED :

- ➔ when the message is simple and comprehensible, eg: the trainer informs that each participant must prepare a bowl with cold water and a set of knives
- ➔ when communication must be fast, eg " please be careful those knives are sharp"
- ➔ when the sender depends on the undisputed transmission of the message, eg: " Now please put your vegetables in the cold water"

INTERPERSONAL COMMUNICATION



GROUP WORK TWO-WAY COMMUNICATION

SENDER



RECIEVER

IS ADVISED:

- ➔ when perfection is important, eg when carving flowers from turnips
- ➔ when the trainer wants beneficiaries to participate in something, e.g. in comparing the carved flowers
- ➔ when we want to get to know the point of view, eg why are they using a large “U” knife instead of a medium sized one
- ➔ when the trainer wants to minimise the likelihood of error, eg wrong cut

1

4 LEVELS OF COMMUNICATION

1. FORMAL:

To provide information in an obvious way: what I am informing about (for example, that when carving a watermelon it must be stably placed in a bowl).

2. AUTOPRESENTATION:

what I say about myself (for example, I have experience in it, because I have done it many times).

2

4 LEVELS OF COMMUNICATION

1. MUTUAL RELATIONSHIP:
conveys the relationship of the interlocutor to the environment: what I think of you, what interconnections we have

2. APPEAL:
to forward your own wishes to the recipient: what would I like to encourage, what I would like to ask for. (for example, in order to carve a rose in a watermelon you need to practice it many times).



VERBAL COMMUNICATION TECHNIQUES

- ➔ Techniques that increase the visibility of the message
- ➔ Techniques that increase the clarity of the message
- ➔ Techniques for increasing tension
- ➔ Techniques that improve the aesthetic impression

INTERPERSONAL COMMUNICATION



VERBAL COMMUNICATION TECHNIQUES

Techniques that increase the visibility of the message

- ➔ Example – One time during training in Thailand...
- ➔ Comparison – A Thai knife kind of looks like one for meat carving
- ➔ Illustration – A radish should be ripe and hard
- ➔ Narration – In order for you to carve many shapes you will need a set of knives not just one



VERBAL COMMUNICATION TECHNIQUES

Techniques that increase the clarity of the message

- ➔ Repetition – The cut should be done carefully, the cut should be done precisely... the cut should be done carefully and precisely
- ➔ Strengthening – "I explained to my colleague that he should use a Thai knife, I asked ..."
- ➔ Appeal – for carving leaves out of carrot please do not take the ones which are very thin
- ➔ Quotes, proverbs – Should be used in individual situations.



VERBAL COMMUNICATION TECHNIQUES

Techniques for increasing tension

- ➔ Contrast – The smaller leaves you cut the more of them should be done.
- ➔ Chain – When you cut out the first row of leaves in this piece of cucumber, cut the second one. When you cut the second one, cut out the third one. When all three are done, cut out the middle ...
- ➔ Surprise – I thought this would take longer !
- ➔ Preview – And after the break surprise! Be prepared to carve a watermelon

INTERPERSONAL COMMUNICATION



VERBAL COMMUNICATION TECHNIQUES

Techniques that improve the aesthetic impression

- ➔ Word play – A watermelon is not tough but it has tough skin.
- ➔ Allusion – You know which fruit I meant
- ➔ Hyperbole (intended exaggeration) – if before carving the watermelon you will not stabilize it, it will fall down and break your foot
- ➔ Paradox – It is better to have a less than more

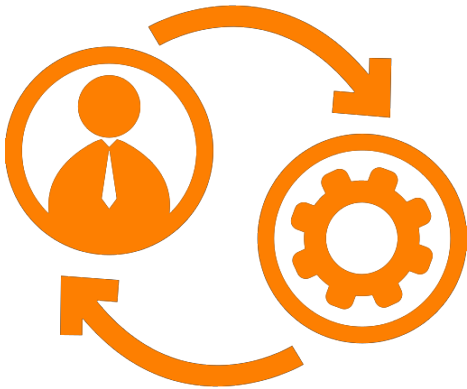
INTERPERSONAL COMMUNICATION



VERBAL COMMUNICATION

EFFECTIVE VERBAL COMMUNICATION IS NOT EXCLUSIVELY BASED ON CLEAR SPEAKING. IT IS ALSO ABOUT THAT THE WORDS REACH THE RECIPIENT AND HE UNDERSTANDS THEM.

S.Payne



FEEDBACK INFORMATION - LISTENING TO MESSAGES

During active listening about what the guests are saying when viewing sculptures of fruit and vegetables , remember to focus attention,

- ➔ concentrating attention so that you do not miss anything,
- ➔ visual contact when someone talks to you,
- ➔ using encouraging phrases such as "yes", "I understand",
- ➔ openness to the point of view of the person you are listening to,
- ➔ empathy
- ➔ asking questions (explaining, appealing).

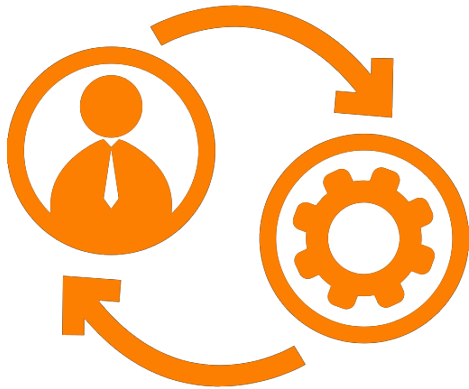


ATTACHMENT
WORK CARD 2 AND 3



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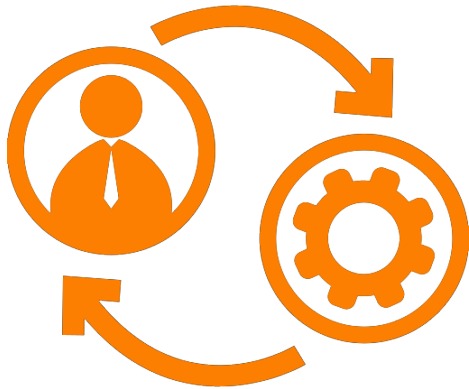
INTERPERSONAL COMMUNICATION



FEEDBACK INFORMATION - LISTENING TO MESSAGES

While actively listening to what the trainees have to say, pay special attention to:

- showing respect, acceptance and warmth (e.g. when someone says that they are in the cooking profession for 7 years but they don't think they'll master the carving technique)
- avoiding moralising and judging, even though the participant did not listen attentively to your instruction and the sculpture looks really poor.



FEEDBACK INFORMATION - LISTENING TO MESSAGES

You are not a good listener when:

- ➔ you are too concentrated on what you want to say and do not listen carefully to what others say,
- ➔ you are just waiting to get in your word in someone else's speech and present your own point of view,
- ➔ you only hear what you want to hear,
- ➔ you interrupt the speaker and finish speaking for him, distorting it to your own goals.

INTERPERSONAL COMMUNICATION

NON-VERBAL COMMUNICATION - BODY LANGUAGE



SIGNALS OF NON VERBAL COMMUNICATION



ATTACHMENT
WORK CARD 4



PODCAST
2

INTERPERSONAL COMMUNICATION



NON-VERBAL COMMUNICATION- BODY LANGUAGE

Signals of non-verbal communication in professional work are particularly visible in people working with other people, establishing contacts, listening and transmitting information.

Performing the job of a waiter and trainer conducting training requires full awareness of the body's own speech, its reception from other people and the ability to control it.



THE MEANING OF NON-VERBAL COMMUNICATION

- ➔ maintaining verbal communication (if you are showing the participants how to use a V knife, show with your facial expressions that you are comfortable with using it),
- ➔ communicating attitudes and emotions (if the participants of the training are scared to show their sculptures to you then that means they do not accept you as a friendly person),
- ➔ self-presentation, (if you show the cutting of carrot cones, stand straight, do things efficiently and at the same time you explain and show what you do, it emphasises your professionalism as a trainer),
- ➔ ritual (e.g. religious).

When giving feedback body language serves the same purpose as when giving messages

INTERPERSONAL COMMUNICATION



CONTEXT READING OF NON-VERBAL SIGNALS

CULTURAL CONTEXT

The meanings of the same gestures may differ in different cultures. So if you meet a Thai Chef his hands put together are a sign of respect not prayer.

SITUATIONAL CONTEXT

Many non-verbal signals change their meaning depending on the situation in which the sender is located, eg a strong punch of a knife into a watermelon can be a sign of aggression or the fact that the watermelon has a very hard skin

CONTEXT OF MUTUAL COMPOUNDS

If the interpretation of the words confirms several non-verbal signals, they become more unambiguous and reliable. Therefore, if you like a participants sculpture emphasise it with a smile

INTERPERSONAL COMMUNICATION

READING BODY LANGUAGE

	POSITIVE SIGNALS	NEGATIVE SIGNALS
position and body movements (waiter, trainer)	Relaxed silhouette, naturally upright, sitting and walking calm, respecting the intimate zone of the other person	covering, standing over someone, stiffness, shuffling legs, shuffling, getting too close, spinning
Face (waiter, trainere)	relaxed and cheerful, light smile also in the eyes, easy eye contact	dead look, intrusive staring at the interlocutor
Shoulders and arms (waiter, trainer)	moderate gestures	waving with your arms, keeping your hands still, constantly touching your face, crossing your arms
Hands (waieter, trainer)	Open, often placed upwards	clenched fists, twisting and squeezing fingers, playing with objects or hair
Legs (trainer)	in the sitting position resting freely	crossed , swinging your legs



CAUSES OF BUILDING A BARRIER IN COMMUNICATION

Obstacles to communication are all factors hindering the exchange of information. They can be:

- ➔ differences in views, recognised values,
- ➔ Different tasks and responsibility, ,
- ➔ Ignoring or not hearing the message,
- ➔ negative effects of emotions, eg nervousness, jealousy, discrepancy between verbal and non-verbal messages (false messages).



INTERPERSONAL COMMUNICATION

BARRIERS TO COMMUNICATION AND WAYS TO PREVENT THEM

TYPE OF BARRIER	PREVENTION
Judgment - triggers defensive attitudes	<i>Use of descriptive messages</i>
Orientation on people and yourself - suggests a willingness to control others	<i>Orientation to the problem - willingness to solve the problem together</i>
Manipulation, forcing - causes a reaction of resistance and reluctance	<i>Spontaneity in giving honest messages</i>
Indifference - leads to a rigid exchange of information	<i>Empathy - getting into the role of a listener</i>
Showing superiority - releases unfriendly attitudes	<i>Equality (partnership) indicate mutual trust and respect</i>
Overconfidence - blocks listening to other people's arguments	<i>Openness - allows you to consider new information</i>

INTERPERSONAL COMMUNICATION

SENDER!

- ➔ separate important matters from less important ones,
- ➔ talk to your partner and not about him,
- ➔ express needs, fears, feelings

RECEIVER!

- ➔ do not interrupt,
- ➔ dedicate your time and attention,
- ➔ check if you understand correctly
- ➔ provide feedback

- ➔ refrain from judging, do not arouse in the interlocutor a sense of shame or guilt,
- ➔ do not generalise too often,
- ➔ do not interpret it if someone does not want it,
- ➔ do not give "good advice" - they are good for you,
- ➔ get to know the interlocutor carefully and gently, let yourself be known.





STAFF TRAINER

TOURISM SECTOR



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