



# STAFF TRAINER

TOURISM SECTOR



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

## PREPARING TRAINING (1) CHEF

3

## AIM OF TRAINING PREPARATION



- preparation of training in accordance with the rules, including defining the general purpose and specific objectives, provides the trainer a work comfort and ensures that participants achieve the assumed training effects,
- good preparation of the training requires taking into account many elements.



# WHAT ELEMENTS SHOULD BE PREPARED?



## SUBSTANTIVE SIDE

- ➔ set the general purpose of the training - the final effect of the training,
- ➔ assign a general goal to specific goals,
- ➔ choose appropriate methods and teaching methods in accordance with the concept of conducting subsequent stages of training,
- ➔ analyse what knowledge I have and what to supplement it with,
- ➔ use source materials,
- ➔ develop training materials.

# WHAT ELEMENTS SHOULD BE PREPARED ?



## METHODOLOGY SIDE

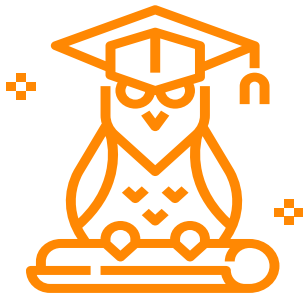
- ➔ choose the appropriate communication tools for the group,
- ➔ select methods and forms of teaching appropriate to the assumed goals,
- ➔ prepare teaching aids,
- ➔ develop a schedule for the implementation of individual training stages,
- ➔ determine how to work with the group.





## WHERE TO START?

### FROM ANSWERING QUESTIONS ABOUT CERTAIN ELEMENTS OF THE TRAINING (1)



- ➔ What do participants expect from the training?
- ➔ What is the level of training advancement - first degree course, second degree course or master class course?
- ➔ What is the knowledge and experience of the course participants?
- ➔ What issues should be discussed in order to achieve the expected final result?
- ➔ How to plan the training time?
- ➔ What kind of forms and methods of work do you need to achieve your goals?
- ➔ What exercises should practically be presented during the training?



PODCAST 1

## WHERE TO START ?

- ➔ Do I have complete knowledge in the field of training or is it worth adding something?
- ➔ Do I have to practice something myself before I start presenting this to the group?
- ➔ Which elements of my knowledge are necessary and which should be omitted during the training?
- ➔ What equipment, tools and what materials / raw materials do I need for the training?

## WHERE TO START ?

- ➔ What inspires me and motivates me to be active?
- ➔ What will inspire and motivate participants to deepen the subject of the training?
- ➔ How to create an atmosphere that is conducive to learning?
- ➔ How to create the right conditions to achieve your goals?



# DETERMINING THE AIM OF THE TRAINING



**ASK YOURSELF WHAT THE PARTICIPANT SHOULD KNOW  
AND BE ABLE TO DO AFTER THE TRAINING?**

The answer to this question is the  
**MAIN GOAL OR EXPECTED EDUCATIONAL EFFECT,**  
which determines the result of the implementation  
of the entire training program.



ATTACHMENT  
WORK CARD 1



PODCAST 1



## DETERMINING THE AIM OF THE TRAINING



**After completing the carving course, the participant will be able to**

**MAKE DECORATIVE MOTIFES IN SELECTED VEGETABLES AND FRUITS, AND PREPARE SIMPLE DECORATIVE COMPOSITIONS.**

## DEFINING THE SPECIFIC OBJECTIVES



In order to acquire the necessary knowledge and acquire specific skills in the designated area, i.e. to achieve the assumed main goal, it is necessary to implement step by step several stages of the training.

The next stages are:

**SPECIFIC OBJECTIVES (EFFECTS) OF EDUCATION**



ATTACHMENT  
WORK CARD 1



PODCAST 1

**CREATE A LIST OF ELEMENTS OF WHICH THE  
TRAINING SHOULD CONSIST OF:**

- ➔ Analyse the importance of individual elements.
- ➔ Divide the training into stages and assign them more elements.
- ➔ At every stage of training, remember your goals.

# DEFINING THE SPECIFIC OBJECTIVES



ATTACHMENT  
WORK CARD 1



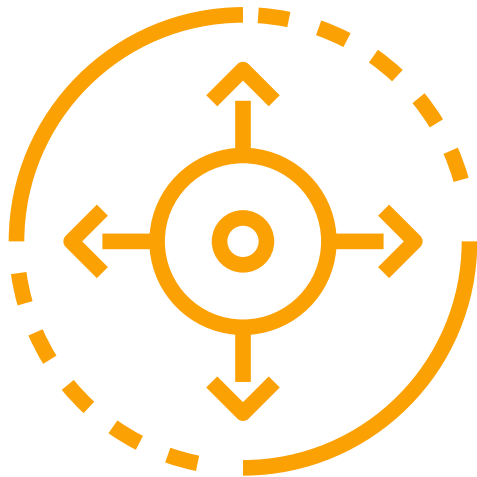
PODCAST 2

**TO MAKE MOTIVES IN SELECTED  
VEGETABLES AND FRUITS, AND  
PREPARE SIMPLE DECORATIVE  
COMPOSITIONS, YOU NEED TO  
KNOW:**



- ➔ what is the art of carving,
- ➔ what are the basic techniques of carving in vegetables and fruits,
- ➔ what features of vegetables and fruits determine their choice for carving,
- ➔ what hardware and tools are necessary when decorating,
- ➔ how to maintain and protect the equipment,
- ➔ how to best protect the elements and compositions made,
- ➔ how to be safe when using tools.

**TO MAKE MOTIVES IN SELECTED  
VEGETABLES AND FRUITS, AND  
PREPARE SIMPLE DECORATIVE  
COMPOSITIONS,  
YOU NEED TO BE ABLE TO:**



- ➔ prepare a workplace,
- ➔ choose vegetables and fruits,
- ➔ use appropriate carving knives during work,
- ➔ keep in line with the safety rules,
- ➔ one by one and efficiently perform individual activities,
- ➔ secure decorative elements,
- ➔ arrange the aesthetic composition of the prepared elements.





# WHAT DO I KNOW?

*1st degree carving course*



## SUBSTANTIVE SIDE

- ➔ what fruit and vegetables can I use for training,
- ➔ what patterns will I learn to cut,
- ➔ what equipment is needed for it,
- ➔ I should present the participants with various cuts and effects that can be obtained,
- ➔ what I expect from participants.

## ORAGANISATIONAL SIDE

- ➔ varied experience at the work of the chef,
- ➔ each participant must have his or her own workstation prepared,
- ➔ I can train up to 10 people at the same time, and with a larger number I need the help of a second trainer,
- ➔ the training time is 8 hours,
- ➔ I have the equipment necessary to work with 10 participants.

# WHAT DO I NOT KNOW?

*1st degree carving course*



## SUBSTANTIVE SIDE

- ➔ whether participants once prepared decorations from vegetables and fruits,
- ➔ what skills are available for training participants,
- ➔ Will they manage to do the exercises I plan.

## ORGANISATIONAL SIDE

- ➔ do I have access to raw materials,
- ➔ how the exercises will be implemented efficiently,
- ➔ will I be able to complete all of my specific goals with the skills of the participants,
- ➔ will the organiser properly prepare a room for exercises.

## CHOOSING CONTENT AND SKILLS



### THE CONTENT AND SKILLS MUST BE IN LINE WITH THE ASSUMED EFFECTS OF THE TRAINING

- ↳ If the ultimate goal is to convey knowledge - the content can be detailed and broad.
- ↳ If the main goal is to develop skills - content should be selected for their use in real conditions, and skills broadened.
- ↳ Practical skills are particularly important in the chef's work.

## CHOOSING THE CONTENT AND SKILLS



To be able to make decorative motifs in selected vegetables and fruits and to prepare simple decorative compositions, you need knowledge in the field of:

- ➔ the composition,
- ➔ characteristics of the fruit suitable for carving,
- ➔ typology of carving knives and their applications,
- ➔ carving techniques,
- ➔ securing works performed,
- ➔ health and safety at work.



## CHOOSING THE CONTENT AND SKILLS



In order to be able to make decorative motifs in selected vegetables and fruits and prepare simple decorative compositions, it is **NOT NEEDED** to know:

- ➔ the history of carving,
- ➔ the geography of exotic fruit crops,
- ➔ the technology of knives for carving,
- ➔ the nutritional value of vegetables and fruits,
- ➔ methods of growing vegetables and fruits.



ATTACHMENT  
WORK CARD 2



PODCAST 1

## CHOOSING CONTENT AND SKILLS



### YOUR KNOWLEDGE AND SKILLS SHOULD BE GREATER THAN THE SCOPE OF THE TRAINING

*The leader of the 1st degree carving course can know exactly the history of carving, know how to deal with a very large melon or watermelon, who is the current Polish carving champion, what are the nutritional values of the fruits he uses, etc. ...*

**This type of knowledge helps to build a positive atmosphere during the training - it can be used as a cutscene and, above all, it will facilitate the answering of participants' questions.**



## CHOOSING CONTENT AND SKILLS



TO MAKE DECORATIVE MOTIFS IN SELECTED VEGETABLES AND FRUITS AND TO PREPARE SIMPLE DECORATIVE COMPOSITIONS YOU NEED SKILLS IN THE SCOPE OF:

- ➔ selection of the necessary equipment, including appropriate knives,
- ➔ organization of a stand for the preparation of decorative elements,
- ➔ perform basic cuts with each type of knife,
- ➔ protecting decorative elements,
- ➔ joining made elements,
- ➔ preparation of attractive and aesthetic compositions.



ATTACHMENT  
WORK CARD 2



PODCAST 2



## CHOOSING CONTENT AND SKILLS

### IMPORTANT

**THE TRAINER MUST HAVE MASTERED THEIR SKILLS WHICH ARE HIGHLY ABOVE THE SCOPE OF THE TRAINING.**

**DURING TRAINING THERE MIGHT BE A PARTICIPANT WHO WILL REQUIRE ADDITIONAL PRACTICAL KNOWLEDGE.**



# PREPARATION FOR THE TRAINING OF SOCIAL COMPETENCES



**SOCIAL COMPETENCES FROM R. WHITE ARE THESE ASSETS THAT CONTRIBUTE TO EFFECTIVE INTERACTION WITH THE ENVIRONMENT.**

Social competences are extremely important from the point of view of the chef's work due to the majority of professional tasks in the team and based on effective interpersonal communication.



ATTACHMENT  
WORK CARD 3



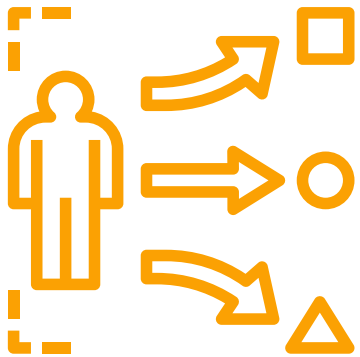
PODCAST 2

# PREPARATION FOR THE TRAINING OF SOCIAL COMPETENCES

**SOCIAL COMPETENCES ARE A PART OF  
KEY GROUP FUNCTIONING AND IT IS A  
SKILL OF UNDERSTANDING SOCIAL  
SITUATIONS**

**TRAINING THESE SKILLS SHOULD NOT BE  
DONE AS A SEPERATE PART HOWEVER,  
INCORPORATED INTO THEIR  
PROFESSIONAL ACTIVITY AND TRAINED  
ALONGSIDE THEM.**

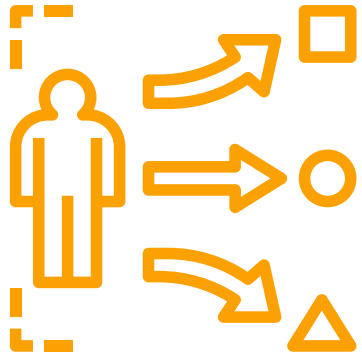
# PREPARATION FOR THE TRAINING OF SOCIAL COMPETENCES



## IN ORDER TO PREPARE FOR THIS TASK, YOU SHOULD:

- ➔ to consider what social competences will be needed by participants to perform professional tasks after completing the course, except for those they already have,
- ➔ make self-assessments within the scope of social competences possessed,
- ➔ prepare training using these skills while running it.

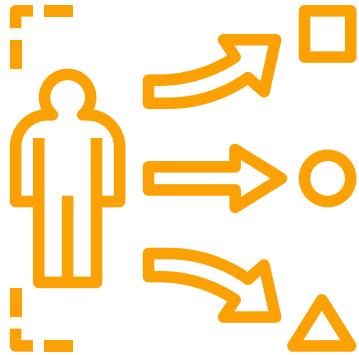
# PREPARATION FOR THE TRAINING OF SOCIAL COMPETENCES



## BASIC SOCIAL COMPETENCES NEEDED IN A CHEF'S WORK:

- ↳ effective communication with other kitchen staff,
- ↳ efficient reception of information from the consumer room,
- ↳ skills in team work,
- ↳ the ability to organise your own work,
- ↳ the ability to lead a team of employees in the case of a chef.

# PREPARATION FOR THE TRAINING OF SOCIAL COMPETENCES

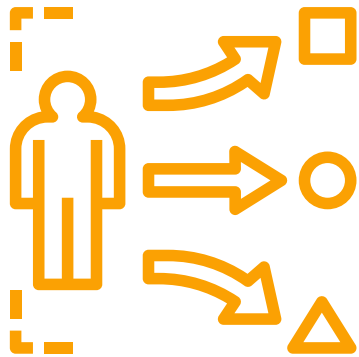


**EXAMPLE**

**IN ORDER TO BE ABLE TO MAKE DECORATIVE MOTIFS IN  
SELECTED FRUIT AND VEEGTABLE AND MAKE SIMPLE  
DECORATIVE COMPOSITIONS, YOU NEED TO BE ABLE TO:**

- ➔ plan and organise your own work,
- ➔ manage a team (chef),
- ➔ communicate effectively in different situations,
- ➔ solve problems in a creative way,
- ➔ make decisions by yourself.

# PREPARATION FOR THE TRAINING OF SOCIAL COMPETENCES

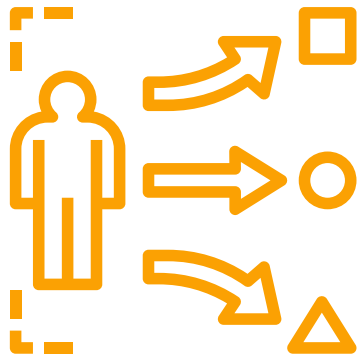


EXAMPLE

## A TRAINER SHOULD BE ABLE TO :

- create appropriate learning conditions for participants,
- anticipate the impact of training methods on the group process,
- be open to feedback,
- critically evaluate their own activities and knowledge,
- to be responsible for the effectiveness of their own work.

# PREPARATION FOR THE TRAINING OF SOCIAL COMPETENCES



## EXAMPLE

### THE TRAINER SHOULD ALSO BE ABLE TO :

- ➔ constantly raise their own qualifications and professional competences,
- ➔ be open to alternative styles and methods of coaching,
- ➔ subject their own work to constant evaluation,
- ➔ draw conclusions and develop training skills based on acquired experience,
- ➔ cooperate with a group.



1

**GOOD PACE AND  
HIGH QUALITY OF  
TRAINING**

2

**CHOOSING CONTENT  
RELEVANT TO THE  
SHAPING OF  
PRACTICAL SKILLS**

3

**PLANNING THE  
MATERIAL IN A WAY  
WHICH WILL ALLOW A  
GRADUAL GAIN OF  
QUALIFICATIONS**

4

**ACHIEVEMENT OF  
THE TRAINING  
GOALS**

5

**HIGH  
JUDGEMENT OF  
THE TRAINERS  
KNOWLEDGE  
AND SKILLS**



# STAFF TRAINER

TOURISM SECTOR



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**GO TO THE NEXT  
MODULE MATERIALS**

