



# STAFF TRAINER

TOURISM SECTOR



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

## CONDUCTING TRAINING CHEF

5

# FACTORS INFLUENCING THE QUALITY AND EFFICIENCY OF TRAINING

organization of work,  
focus on goals,  
transfer of substantive  
content

soft skill education  
hard skill education

self- development of  
the trainer  
self-presentation of the  
trainer

atmosphere  
teamwork  
motivation

methods of teaching  
and learning

# WHAT IS "CONDUCTING TRAINING" ABOUT?



## CONDUCTING TRAINING IS A PROCESS OF:

- ➔ conducting workshops focused on the goals set,
- ➔ content subordinated to these purposes,
- ➔ skills necessary to master,
- ➔ effectively selected training methods,
- ➔ technical measures to support training,
- ➔ professional self-presentation allowing the trainer to present himself as a competent, kind and trustworthy person,
- ➔ skillful cooperation with the group.



## WHAT IS "CONDUCTING TRAINING" ABOUT?

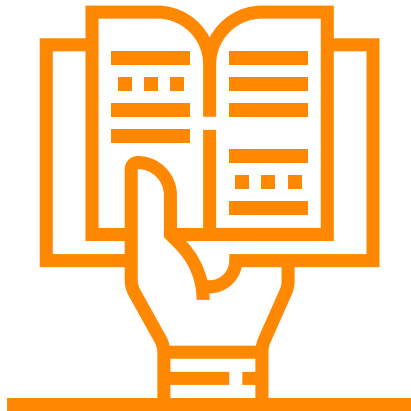
IF YOU RUN TRAINING FOR CHEFS, YOU SHOULD:

- ➔ be a high-class specialist in that area,
- ➔ use a professional language,
- ➔ present an attitude that testifies to the knowledge of the chef's profession.



## LEADING TRAINING

### YOU START THE CARVING – FIRST DEGREE COURSE



You stand before a group, you are watched and assessed by its members. They expect high-class expertise from you. They believe that you will teach them at the appointed time of what they came for.

They wonder if you can create wonderful sculptures of fruits and vegetables, or show them how to do it and explain the next steps of the procedure.

**So let's answer the question:**

**WHAT SHOULD THE TRAINER BE?**



## TRAINER PROFILE

### **FIRST IMPRESSION IS IMPORTANT:**

Your appearance, how you talk, how you move, what are your facial expressions, how you relate to the participants.

**PROFESSIONALISM, KNOWLEDGE OF INTEREST AND KNOWLEDGE IS THE MOST IMPORTANT.**



EXAMPLE DOCUMENTS  
WORK CARD 3



PODCAST 1

# TRAINER PROFILE

## CHARACTERISTIC OF A GOOD TRAINER



- ➔ **Is competent**  
he knows his profession perfectly and uses the gastronomic recipes perfectly,
- ➔ **knows how to speak fluently and clearly, uses professional terms**  
everyone understands it,
- ➔ **listens carefully to the learners**  
responds to their needs
- ➔ **treats the participants of the course as persons capable of achieving specific effects**  
is interested in the progress of the group and its individual members,
- ➔ **is involved in training**  
ensures the provision of appropriate raw materials, semi-finished products and proper kitchen equipment,
- ➔ **it builds a climate of trust**  
he tries to make the participants open to his comments and observations

## TRAINER PROFILE

### CHARACTERISTIC OF A GOOD TRAINER



- ➔ **is tolerant**  
for example when someone misconstrues a work tool, misreads recipes or works slowly,
- ➔ **is firm**  
to the requirements set by them,
- ➔ **is flexible**  
when it is necessary to devote more time to activities and operations that are difficult or especially important for the participants (eg dismantling meat for cooking elements),
- ➔ **is socially mature**  
understands that each learner has a different pace of work, other predispositions, a different character and that it can affect the quality and speed of the results obtained,
- ➔ **is capable of self-criticism**  
knows what he can not and can see the directions of self-improvement,
- ➔ **expects progress**  
everyone has the chance to be successful.



When you start training chefs, regardless of whether it is a 1st level cooking course, or whether it concerns narrow and specialized skills such as carving, **you must remember about proper self-presentation.**

Its main goal is positive reception of the trainer as a competent and at the same time friendly and kind learner.

## TRAINER TRAINING COURSES FOR KITCHEN SHOULD:

- ➔ wear a cooking outfit when the training is of a workshop nature,
- ➔ be aware of your body language and control it,
- ➔ efficiently perform all professional activities,
- ➔ keep in touch with the group,
- ➔ be open to the expectations and signals of the training participants.

# SELF-PRESENTATION

## FIRST IMPRESSION

- ➔ punctuality,
- ➔ an appropriate and cheerful look,
- ➔ smile,
- ➔ body slightly inclined towards the recipients.

## DESIRABLE

- ➔ open attitude, maintaining eye contact,
- ➔ balanced, open gestures, friendly face expression,
- ➔ maintaining physical distance, cheerful voice, clear articulation, fluency of speech.

## INADVISABLE

- ➔ closed attitudes (crossed arms or legs), excessive and overly expressive gesticulation, restless fidgeting in a chair, obstruction over mimicry,
- ➔ signs of insincerity.



## TRAINER PROFILE

### FEATURES OF PROFESSIONAL TRAINING



*When you conduct training on molecular gastronomy, HACCP system, carving course or course of cutting meat on culinary elements, **your occurrences** (concerning both the theory, eg properties of nitrogen, systems ensure quality of food, as well as practice, eg demonstrations or instruction) **should be:***

- specific and factual,
- clear and unambiguous,
- demonstrative - based on meaningful comparisons with issues known to the chefs in their daily practice,
- aimed at the goals set and striving for them,
- interspersed with humor,
- effectively completed, especially when they have a workshop character.

- ➔ You are watched, but you are also watching the participants yourself.
- ➔ At the beginning you do not know much about them, you do not know their characteristics, possibilities, the way of acquiring knowledge.
- ➔ You do not know what group they will create, but with time you get to know them better and better.
- ➔ One of your tasks is to direct the team to create an atmosphere and conditions that allow everyone to achieve the expected results, regardless of the style of learning and individual predispositions.



## CHARACTERISTICS OF A PROFESSIONAL PRESENTATION

- ➔ specific and factual,
- ➔ clear and unambiguous,
- ➔ demonstrative - based on meaningful comparisons with issues known to the chefs in their daily practice,
- ➔ aimed at the goals set and striving for them,
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# COOPERATION WITH THE GROUP

## ACTIVE PARTICIPANT

committed, open, flexible, works quickly - without deep thought, likes risk, tends to work independently.

*On the carving course he will want to immediately cut down more and more complicated motives, use different raw materials, and show the results of his own work*

## TYPES OF TRAINING PARTICIPANTS

## OBSERVER

listens and gathers experience, works after thorough consideration, cautious, approaches problems methodically, prefers to stay out of the way.

*Before taking on the self-cut of any design, he will closely watch the show and send instructions. Decorative themes will be cut out carefully and precisely.*

# COOPERATION WITH THE GROUP

## THEORIST

**thinks logically, rationally and objectively, likes analyses and syntheses. Weakly tolerates uncertainty, ambiguity of subjectivism and intuition.**

During the pattern cutting show, he will be happy to note the order and type of cuts, ask additional questions and, by doing the exercises himself, he will try to reproduce carefully observed activities.

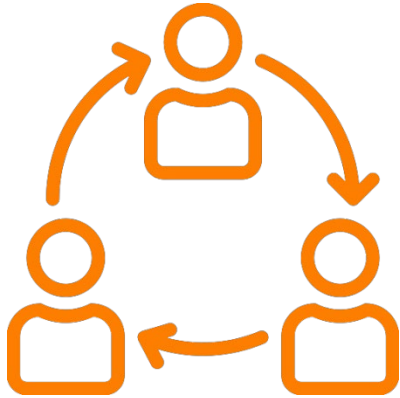
## TYPES OF TRAINING PARTICIPANTS

## PRAGMATIST

**interested in practical action, impatient, avoids theories, principles, wills to choose the first beneficial solution, cuts the pattern without hesitation.**

According to him sculpting in vegetables and fruit, or other professional tasks of the chef, come down to the necessary steps. If it is more convenient for him, he will use his own solutions without fear.

## COOPERATION WITH THE GROUP



TRAINING

The average training group meets all types of participants. Rarely, individual members of the group represent one strictly defined type.

Depending on the professional experience of individual people, they can be combined in different proportions.

**Chefs are a professional group focused on action.**

During training, however, they accept the typical role characteristics of the functioning of each team. **During the training, the trainer becomes the leader of the group.**

## COOPERATION WITH THE GROUP

### CREATIVITY

new ideas, solutions and proposals

The trainer should be creative and expect the same from the participants of the training. Before you get to the demonstration of cutting carrots or zucchini cones, preparing tofu or humus, make the students seek the path to reach the goal and do not block their initiatives, unless they lead to high losses and results of failure.

### COORDINATION AND PARAIPTION

finding links between ideas or proposals of group members

Listen to different ideas, for example; on the design of group motifs, decorative sculpturing or raw material processing during the preparation of a new dish. Explain which of them in a particular case are better than others or that can be combined with each other.

## ROLES OF A TRAINER IN THE GROUP



## NAVIGATION

**keeping an eye on the topic, the problem**

All activities must be in relation to the goals and scope of the training. You can opt out of a single exercise, such as cutting a leg if the raw material is not of the best quality, but you can not lose the essence of training activities.

## EXPERTISE AND INFORMATION

**sharing knowledge and asking questions, analysis of materials**

During the whole training, provide reliable knowledge and experience. Show the skilful searching and analysis of information.

## ASSISTANT WORK

The chefs are used to doing a lot of assistant work. Even if they commission them to lower staff, they are aware of their importance and necessity. So expect this type of work from the participants.



## COOPERATION WITH THE GROUP

### THE TRAINER MAY IMPOSE ROLES RELATED TO HUMAN CONTACTS IN THE TRAINING GROUP, FOR EXAMPLE:

#### LISTENING

if the chef convinces the trainer that the vegetarian kitchen is a fashion that will soon pass, then he should refrain from expressing his own opinion until he has heard all the arguments to the end.

#### MEDIATION

relieving conflict situations, striving for compromise and co-operation during training of various types. In a relaxed situation can help a dose of humor.

#### MOTIVATING

encouraging the passive members of the group to be active, eg by showing a ready-made attractive decoration from fruits or vegetables and encouraging them to be made.

#### KEEPING AN EYE ON THE RULES

reminding the rules and goals of work, for example, "We are here to learn to read recipes correctly, not to waste time talking".

#### SUPPORTING

acceptance of ideas and behaviours, especially those that can improve the course of the classes.

# COOPERATION WITH THE GROUP



**ROLES IN THE GROUP**

**In adult education, behaviours that hamper their good functioning appear less frequently than in children and adolescents. These are:**

- ⌚ **AGGRESSION**, forcing your own opinion,
- ⌚ **SUBMISSION** to dominant people,
- ⌚ **WILLINGNESS TO DOMINANCE**, advantage, control over others,
- ⌚ **BLOCKING** the activities of the trainer and other group members,
- ⌚ **FOCUSING ATTENTION** on yourself,
- ⌚ **AVOIDING ACTION**, withdrawal, indifference.



EXAMPLE DOCUMENTS  
WORK CARD 1



PODCAST 1



**ALL OF THEM ARE UNFAVOURABLE AND SHOULD BE MASTERED OR ELIMINATED. IN THE ADULT EDUCATION OTHER PARTICIPANTS CAN HELP THE TRAINER.**

# COOPERATION WITH THE GROUP



## GROUP PROCESSES, GROUP MANAGEMENT



**In short trainings for chefs, lasting up to several hours, eg in the field of HACCP, 1st degree carving course, menu in a restaurant, the processes taking place in a group of participants can be unnoticeable.**

The development of the group rarely goes beyond the stage of formation, in which its members are distrustful towards themselves and towards the trainer, they observe each other, they only know their own expectations.

**The first impression that the trainer will have on the participants plays a huge role here and how he will present himself. If he can create a favourable atmosphere, trust and respect and he is interested in the subject, then his work with the group will bring good results.**



# COOPERATION WITH THE GROUP



## GROUP PROCESSES, GROUP MANAGEMENT

In longer courses, such as first and second degree cookery, master classes or training on the cuisine of various nations, the group's development progresses with the mutual recognition of its members and the building of relationships between them.

**REGARDLESS OF THE STAGE OF DEVELOPMENT IN WHICH THE GROUP IS LOCATED, MANAGING IT MUST BE BASED ON:**

- ➡ mutual respect,
- ➡ striving to achieve set goals in an attractive way for the trainees.



EXAMPLE DOCUMENTS  
WORK CARD 3



PODCAST 2



# COOPERATION WITH THE GROUP

## STAGES OF GROUP DEVELOPMENT

1

### FORMATING

- ➔ curiosity, expectations, uncertainty,
- ➔ lack of a sense of security, observation,
- ➔ establishing the position of the participants and the trainer

2

### STORMING

- ➔ discussions regarding rules, methods,
- ➔ mutual verification of group members

3

### NORMING

- ➔ cooperation, stabilised relationships,
- ➔ trust, openness and support appears

4

### PERFORMING

- ➔ effective time management
- ➔ ability to solve problems, certainty of

# COOPERATION WITH THE GROUP

## TYPES OF INTERPERSONAL BEHAVIOR



### POSITIVE

**ASSERTIVE** – direct, honest and firm expression of your feelings, opinions, attitudes without violating the rights of others and protecting your own.

### NEGATIVE

- ➔ **AGGRESSIVE** – brutal pursuit of the goal in all possible ways, treating the interlocutor as an opponent who needs to be destroyed.
- ➔ **SUBMISSIVE** – succumbing to the pressure of the group; respecting the rights of others, but disregarding your own.
- ➔ **MANIPULATIVE** – using people often so that they would not know; through blackmail, lies, gossip.

## COOPERATION WITH THE GROUP



### BEHAVIOURS THAT YOU SHOULD ELIMINATE BECAUSE THEY ARE DAMAGING TO THE GROUP:

- ➔ you will show a demonstration of cutting a rose in a watermelon or lecture on the rules of food pairing and see the group members talking on the side,
- ➔ you listen to someone's commentary on veganism, and other participants of the training interrupt him,
- ➔ you see someone's negative influence on the concentration of other people,
- ➔ someone distracts attention from the discussion, demonstration or other activities of the trainer and other participants of the training,
- ➔ you are constantly hearing someone's opposition to what you say and tactless remarks about others.

## FACTORS AFFECTING THE GROUPS' EFFICIENCY

### STRUCTURAL

size, diversity, personal characteristics of members, hierarchy, communication

### ENVIRONMENTAL

surroundings, function relations and relations to other groups

### TASK

types and difficulty of the task, time pressure

### INTERVENTION

style of management, motivations, emotional relations, involvement of individual members of the group

### SUPPORTING

productivity, contentment of members

## FORMS OF ORGANISING WORK

TEAMWORK

GROUP WORK

INDIVIDUAL WORK



EXAMPLE DOCUMENTS  
WORK CARD 3



PODCAST 2



## TEAMWORK

JOINTLY ACCOMPLISHING THE SAME TASK

### Example tasks:

listening to a lecture on the composition of vegetarian meals, discussion on the attractiveness of molecular cuisine, observation of the display of the use of peppers for making decorative elements with the carving technique, watching a film on carving methods.

### If the group number is:

3-6: everyone is active,

7-10: half is active and the other half is less active,

11-18: only 5-6 are constantly active,

19-30: only 3-4 are active; this group size needs to be split into groups of a smaller size.



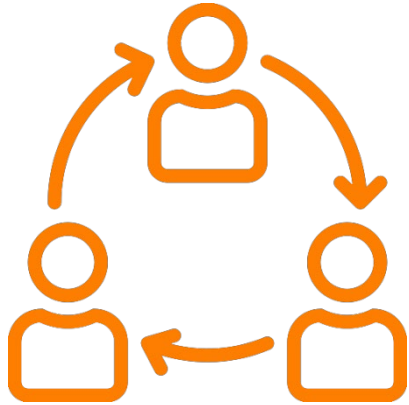


## TEAMWORK

completing tasks by smaller groups

- ➔ A team of 2-3 people is optima; when the task is clearly defined eg. *Preparing a herring appetiser set.*
- ➔ A team of 4 is great for judging but not so good at making decisions eg. *They will selected the best fruit sculpture faster than decide on who should go on the carving course.*
- ➔ A team of 5 is best at achieving complex results eg. *Creating a vegetarian menu for 10 days.*

## THE BENEFITS OF WORKING IN SMALL GROUPS



Part of the chef's work is individual, but mainly depends on cooperation with the team. Exercises during training conducted in small groups can bring good results because in this form:

- ➔ the quality of the work grows,
- ➔ the skills and abilities of group members are added together,
- ➔ there are less frequent random errors,
- ➔ ideas are created that could not appear during individual work,
- ➔ a small group provides support and a sense of security, especially when making decisions.



## **INDIVIDUAL GROUP**

consists of performing separate tasks by each participant.

Used when the level of represented skills is different and the pace and way of acquiring them is highly individual eg. Carving decorations in fruits.

# COOPERATION WITH THE GROUP

## TRAINER'S TASKS WORKING WITH A GROUP



**When you train a group of chefs in the field of, for example, modern culinary techniques, Thai cuisine or hotel gastronomy:**

- ➔ in this group there are interactions on which you should pay attention and use them if they are beneficial for the implementation of the training,
- ➔ be tolerant especially towards those who have problems with mastering new skills; support them,
- ➔ solve conflicts directly related to the training,
- ➔ Listen and react to group signals.
- ➔ Do not forget about the evaluation!

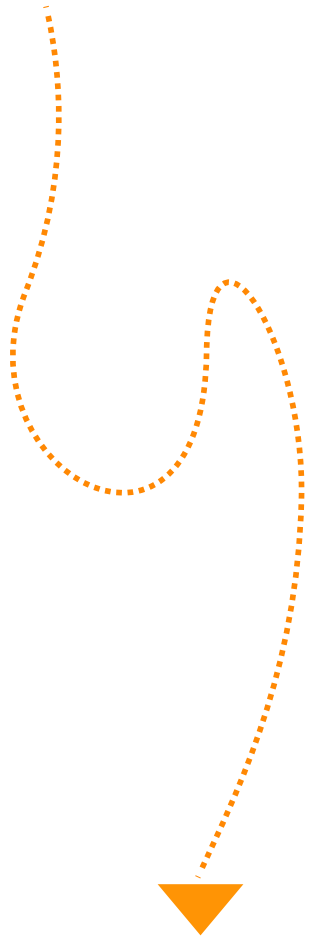
# COOPERATION WITH THE GROUP

## TRAINER'S TASKS PARTICIPANTS



- ➔ Give instructions during the exercise.
- ➔ Guarantee and providing help and support in issues that cause trouble.
- ➔ Include the people standing on the side in the joint work.
- ➔ Ask questions that help to solve problems.
- ➔ Confront the real achievements with the trainer's expectations.

## COOPERATION WITH THE GROUP



Effective cooperation with the group is possible only if both the trainer and the participants have a sense of their own worth and respect it with others.

If you are an expert in the field of carving, Italian or French cuisine, seafood dishes and have proven this, while conducting training, respect the achievements of the learners observed during the course.

Appreciate them for their commitment, willingness and time spent, even if they are still a little lacking to achieve full proficiency.

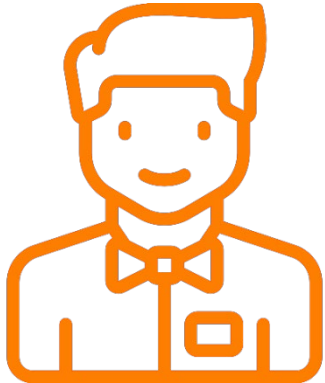


# COOPERATION WITH THE GROUP

**GROUP PROCESSES,  
COOPERATION  
WITH THE GROUP**



## COOPERATION WITH THE GROUP



**WHAT SHOULD  
THE TRAINER REMEMBER?**

- ➔ AN ASSESSMENT MADE BY ONE PERSON IS NEVER FULLY OBJECTIVE. IT IS ALWAYS A PRIVATE OPINION AND THE ONE WHO IT CONCERNS MAY AGREE WITH IT OR NOT.
- ➔ YOU CAN ONLY TAKE IT INTO ACCOUNT WHEN THE OPINIONS OF MANY OTHER PEOPLE ARE SIMILAR.

## COOPERATION WITH THE GROUP



### NOTES FOR THE TRAINER

- ➔ Learn to accept critical information.
- ➔ However, do not criticise the person who criticises you. Give yourself time, organise your thoughts and consider the reasonableness of the allegations.
- ➔ Make your opponent an ally.
- ➔ Appreciate the listeners.
- ➔ Be authentic.

# CONDUCTING TRAINING

## ORGANISING WORKS, IT DEPENDS ON:

- ↳ the topic,
- ↳ character of training,
- ↳ group size,
- ↳ selecting the teaching methods,
- ↳ type, quantity and duration of the workshop,
- ↳ necessary to carry out organisational activities,
- ↳ the duration of the entire training, individual classes and the number of meetings between the trainer and the group.



## CONDUCTING TRAINING

### ORGANISING WORKS

Most trainings for chefs are of a workshop type, where the emphasis is on training practical skills. They require an adequate amount of time, allowing preparation, conducting, summary of exercises and cleaning activities.

# CONDUCTING TRAINING



## 1. BEGINNING

- ➔ welcome
- ➔ introduction of the trainer (at the first workshop)
- ➔ explaining the topic and aims of the training

## 2. INTRODUCTION

- ➔ introducing organisational issues/terms
- ➔ introduction of the substantive content

## 3. MAIN PART

- ➔ focuses on transferring the content and training skills with the use of different but carefully selected methods of training

## 4. SUMMARY PART

- ➔ summary of all content
- ➔ summary and analysis of tasks
- ➔ conclusions

## 5. EVALUATION AND CLOSURE

- ➔ defining the benefits that training participants have gained
- ➔ summary of activities and thanks





**TRAINING**  
CARVING COURSE  
1ST DEGREE

## ORGANISING WORK

### Preparatory activities before the training:

- ➔ finding and verifying content on: the history of carving, the characteristics of raw materials for the preparation of decorations, rules for storing finished decorative elements;
- ➔ preparation of teaching materials: presentations, slides, printed materials, ready-made exhibits;
- ➔ organising and providing the right amount and type of vegetables, fruits, carving sets, support equipment, technical means: projector, computer, albums, literature;
- ➔ adaptation of training conditions to the goals set - organisation and equipment of the room.

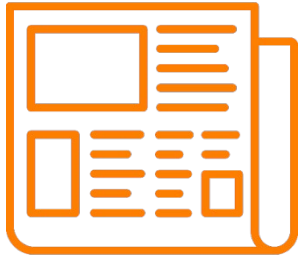


EXAMPLE DOCUMENTS  
WORK CARD 3



PODCAST 2

# CONDUCTING TRAINING



**TRAINING  
WORKING  
WITH GASTRONOMIC RECEPIES**

## ORGANISING WORK

### Preparatory activities before the training:

- preparation of a room for workshops: a visible place to conduct lectures, presentations and work stations;
- preparation of raw materials, semi-finished products, spices, kitchen and support equipment, literature, albums;
- adjusting the duration of individual parts of the training to their character and general time frame (the exercises that take longest, are those in which the recipe contains meat as a basic raw material along with instruction, and individual exercises in this field and discussing them);
- organisation of cleaning.



# STAFF TRAINER

TOURISM SECTOR



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**GO TO THE NEXT MATERIALS  
FROM THE MODULE**

