

# MODULE 3.

## Soft Skills

### Migrants' Integration through Culinary Arts Cooking Cultures

*Erasmus + Programme [2019-1-KA204-074418]*



**symplexis**



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## AIMS & OBJECTIVES



- The aim of this module is to facilitate migrants' tutors/trainer with **soft skills** and competencies, which are needed in today's culinary sector market, in order to guide them how to design and implement **skills-based courses and trainings for their learners** so as to help them grow in a personal and a professional level.
- The purpose of this module is **to improve the soft skills of migrant trainers** while training migrants. At the end of the this training, the migrants' trainer should have some soft skills and his/her teaching approach should be more effected and more creative during the training.



## LEARNING OUTCOMES

Upon completion of this module, the learners will be able to:

**LOut1:** to understand the importance of enhancing their soft skills when training migrant learners

**LOut2:** to incorporate the soft skills as an essential component of their course

**LOut3:** to promote soft skills training in the Culinary Arts





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## KEYWORDS

- Soft Skills
- Competences
- Skills-based course
- Culinary
- Arts





# TABLE OF CONTENTS

**Unit 1. Introduction**

**Unit 2. What are the soft skills?**

**Unit 3. Leadership**

**Unit 4. Communication**

**Unit 5. Teamwork**

**Unit 6. Problem Solving**

**Unit 7. Attention to details**

**Unit 8. Multitasking**





# Unit 1

## Introduction



## Introduction (1/2)



- Migrants' trainers/tutors in general are focused on teaching **technical skills** to their learners, like greeting a table, sales techniques, preparing and serving certain dishes, and so on because these have an immediate impact on whether and how well a migrant learner is able to perform his/her future job.
- Technical skills which are about following instructions and conducting specific tasks and activities that can be learned through practice.







## Introduction (2/2)



- However, rather than technical skills, **soft skills are equally important for cooking culture sector.**
- Soft skills are often neglected during food industry jobs training, and that's understandable because they're more intangible and difficult to be taught by migrants' trainers in Culinary Arts.







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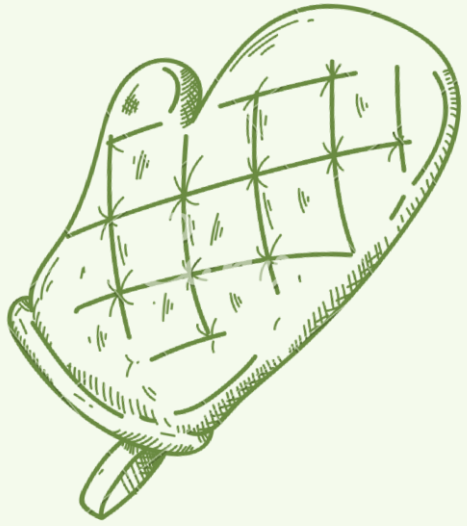
## So, what soft skills are the most essential for migrants' trainers in Culinary Arts Sector?



According to Cooking Culture Needs Analysis and Preliminary Survey conducted in the initial phase of the project, the major soft skills needed for trainers who teach migrants in the Food Industry are the following:

- ☐ Leadership
- ☐ Communication
- ☐ Teamwork
- ☐ Problem solving
- ☐ Attention to details
- ☐ Multitasking





# Unit 2

**What are the soft skills?**



## 2.1.What are the soft skills? (1/2)



- Soft skills are those skills who help us to work and collaborate effectively with others, no matter what the position, organization or company is. Improving our soft skills can help to create a more efficient and more productive workplace.
- To put it another way, soft skills include the personal attributes, personality traits, and communication abilities needed for success on the job and for effectively related with others. Soft skills characterize how a person interacts in his or her relationships with others. They lead to a better job performance and satisfaction.
- For all these reason, it is important for a migrants' trainer/tutor in Culinary Arts having soft skills when teaching someone from a different culture.



## 2.1.What are the soft skills? (2/2)



- What is more, they are often related to “**people skills**”.
- Soft skills are **transferable skills** that can be used regardless of the field of study or profession a trainer/tutor belongs. This makes migrants’ trainers with soft skills very adaptable when teaching to migrant learners.



# Unit 3.

## Leadership



## 3.1. Leadership (1/4)

A trainer/tutor teaching to migrant in the culinary sector should have leadership skills

Leader means knowing the **correct destination** and convincing others to come along, and often using out-of-the-box thinking and actions.



According to **Trait Theories**, a migrants' trainer leader will have the following personality traits:

*intelligence, self-confidence, analytical skills, knowledge-based skills, hard-working person, diligence, taking initiatives, dynamic, creative, integrity, flexible, motivation.*





## 3.1. Leadership (2/4)

- What does “having leadership skills” mean?



- Examining the big picture to identify opportunities.
- Caring for your people, giving due credit, genuine compliments and encouragements.
- Inspiring loyalty by showing your loyalty to your people.
- Delegating small tasks, and / or empowering the juniors.
- Walking the talk (promoting the dialogue)
- Being proactive and farsighted - knowing where the company and the industry are going.



## 3.1. Leadership (3/4)



- At the end of the day, migrants' trainers/tutors should have in mind the “real world” needs. That means that they should teach their migrant learners that employers do not only value an employ who is responsible and hardworking, but who is going to do the extra step and ask the customer: ***“would you like something sweet with that coffee? We do a fantastic croissant”***.
- Staff members who take the **initiative** and consider themselves **leaders** are an asset to any Culinary Arts place.





### 3.1. Leadership (3/4)



- A migrants' trainer "leader" in order to encourage his/her team (migrant learners) should avoid some phrases, while he/she should use more often.

| <i>What you should avoid to say</i> | <i>What to say more often</i>  |
|-------------------------------------|--------------------------------|
| <i>Figure it out</i>                | <i>Tell me more about that</i> |
| <i>That's how we do things</i>      | <i>Thank you</i>               |
| <i>I don't have time</i>            | <i>Here's why</i>              |



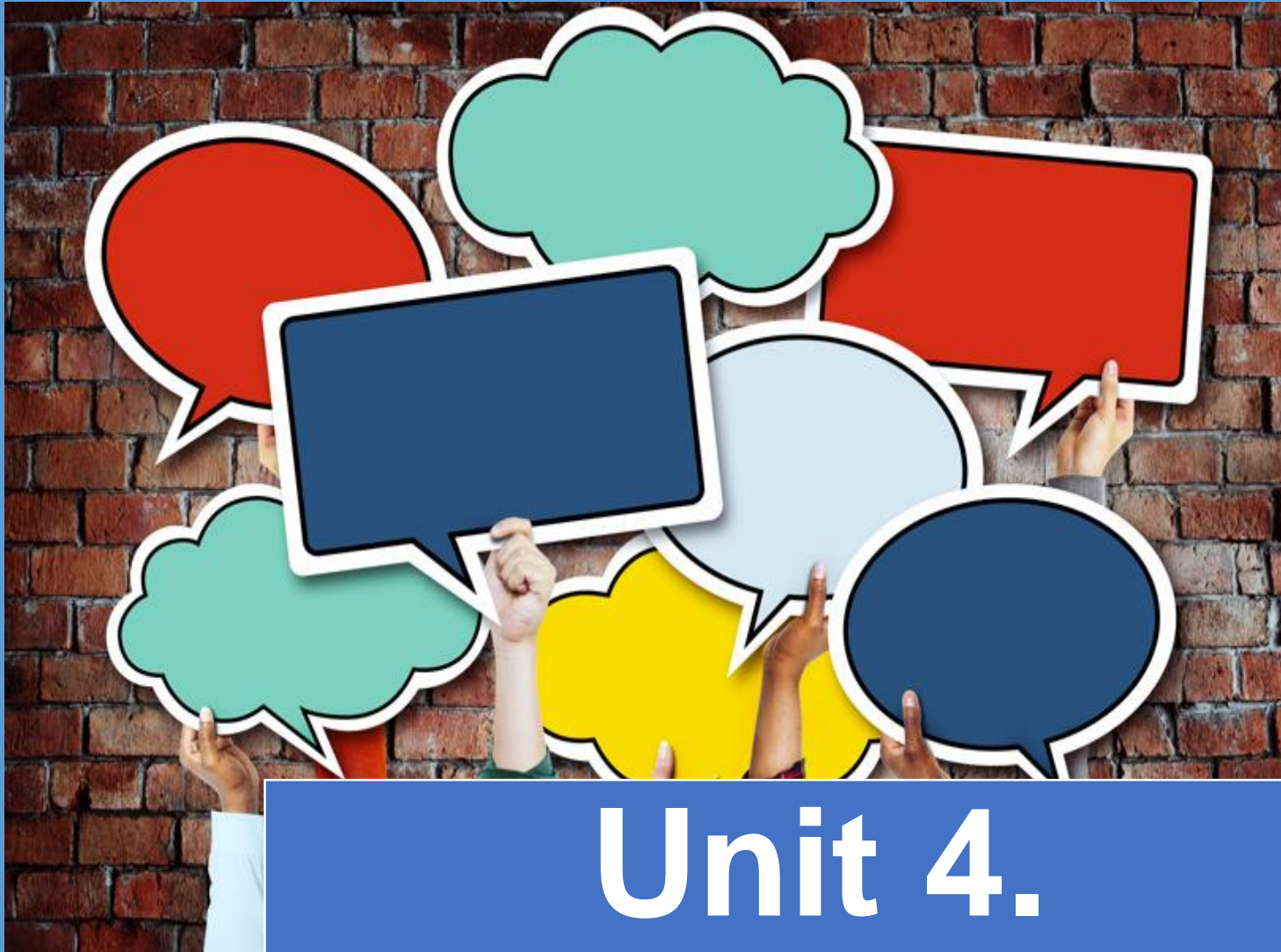
## Time for Self-Reflection



1. According to George R. Terry, ***“Leadership is the activity of influencing people to strive willingly for group objectives”***. List 5 examples of how you have influence and motivate people in your daily life or/and in your classroom. What verbs or phrases did you use? What is the difference between motivating someone than telling him what to do?

2. Watch these videos [here](#) and [here](#) about leadership styles. ***Which Type of Leader Are You?***





# Unit 4.

## Communication

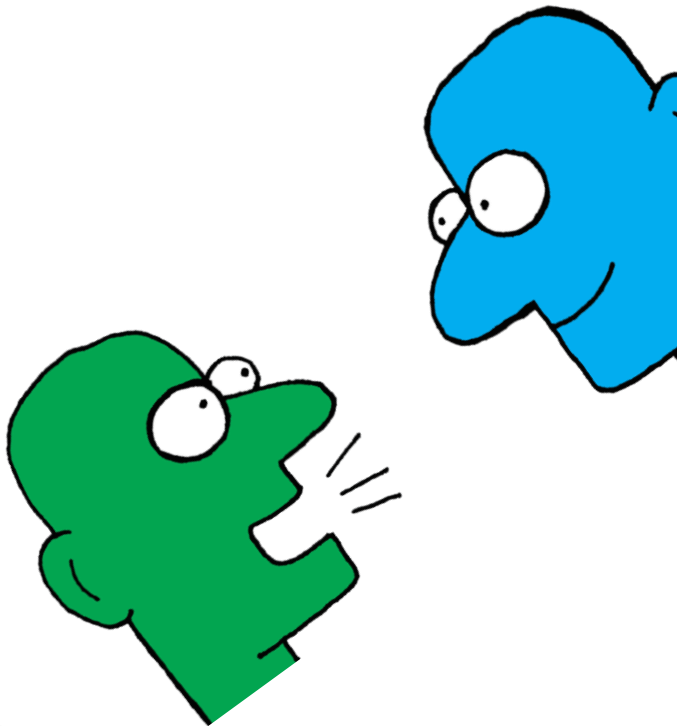


- Communication is the **most important soft skill for migrants' trainers/tutors**, because all other soft skills are built on the ability of the trainer to communicate **clearly and professionally** when training migrant learners.
- Communication is not only the ability to send messages but also the ability to receive messages, and according to Peter Drucker is ***to “hear” what isn’t being said.***
- Approximately **70%** of our communication is **nonverbal**.





## 4.1.Communication (2/4)



### Types of Communication and Ways to Use Them



#### Verbal

- Use a strong, confident speaking voice.
- Use active listening.
- Avoid filler words.
- Avoid industry jargon when appropriate.



#### Nonverbal

- Notice how your emotions feel physically.
- Be intentional about your nonverbal communications.
- Mimic nonverbal communications you find effective.



#### Visual

- Ask others before including visuals.
- Consider your audience.
- Only use visuals if they add value.
- Make them clear and easy-to-understand.



#### Written

- Strive for simplicity.
- Don't rely on tone.
- Take time to review your written communications.
- Keep a file of writing you find effective or enjoyable.

## 4.1.Communication (3/4)

There are four important communication tools are presented in order to help the tutor build an actual and trustful relationship between his/her and the learner:





## Active Listening

means that you make a special effort to genuinely hear what someone is saying. A good listener usually receives (listens) before they transmit (talks).

## Non-Directive Approach

means that someone is helping someone else to solve a particular problem without indicating what to do precisely.

Ex. A tutor helps the learner make up his or her mind.

## Open-ended Questions

Open-ended questions have nice soft beginnings:

- "I'm wondering if you are doing things this way because that's the way you did them on your last job? Please tell me about...?"

## Paraphrasing

is the process of repeating what you just heard someone say, but in a little different wording. The act of paraphrasing is a demonstration of taking the time and effort to understand exactly what they are trying to get across. <sup>23</sup>

## 4.1.Communication (4/4)



**Here follow some tips in order for a migrants' trainer/tutor to empower his/her own communicational skills:**

1. Use 'You' a lot. Say 'Thank you' often.
2. Being precise and concise. Get key points “across” within the audience’ s short attention span.
3. Being always ready with elevator pitches/impromptu speeches.
4. Using plain language.
5. Giving relevant and persuasive presentations, speeches and arguments.
6. Being 'light', smiling often, and listening intently.
7. Talking only you have something important to add.



## Time for Self-Reflection



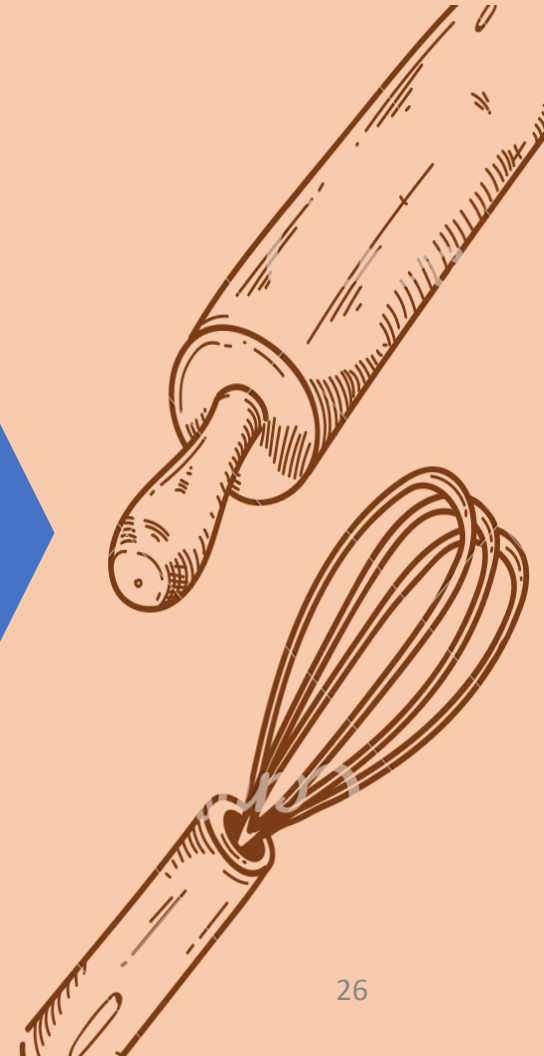
1. Can we communicate without words? List 5 examples of non verbal communication that you have used/or would have used when teaching migrant learners.
2. A learner of yours has poor communication skills. What does it mean in action? What you can do to help him improve himself?





# Unit 5.

## Teamwork



## 5.1. Teamwork (1/2)



Finding ways to ***build teams that accomplish what needs to be done in the most efficient and accurate manner*** is often challenging, especially when bringing together team members with diverse sets of hard and soft skills.

**Teamwork is important because** trainers who have teamwork skills like communication and a positive attitude can help their learners be more productive, they promote unity and diverse thinking, they address problems and they create a positive atmosphere in the classroom.

## 5.1. Teamwork (2/2)

There are some  
main principles of  
teamwork:





## 5.2. Types of Teamwork Skills





## Time for Self-Reflection



1. In a classroom, migrant learners can accomplish tasks either individually or collectively. What are the pros and cons of each category? How often do you promote teamwork or individual work when training migrant learners?
2. What is the difference between an effective team member and an ineffective team member?



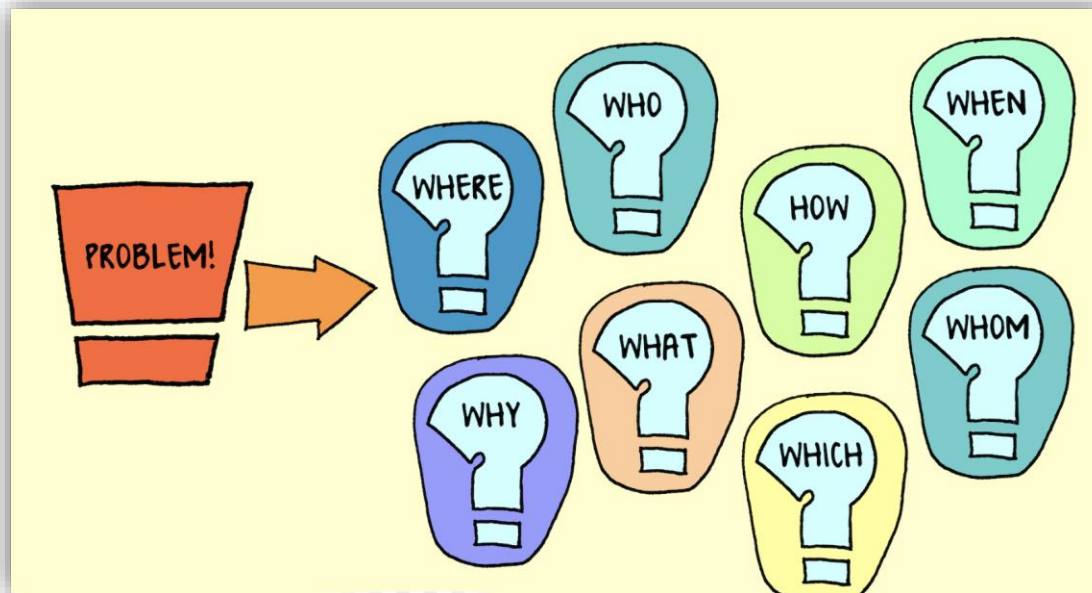


# Unit 6.

## Problem solving



## 6.1.Problem Solving (1/4)



Whether we encounter big or small problems, the truth is that **we solve problems every day**. Learning how to apply problem solving skills helps us not only to enhance our **productivity**, but also helps to cultivate **relationships** by focusing on **shared goals** and solutions.



## 6.1.Problem Solving (2/4)



### THE FIVE PRIMARY STEPS IN PROBLEM SOLVING



4. Implement a plan



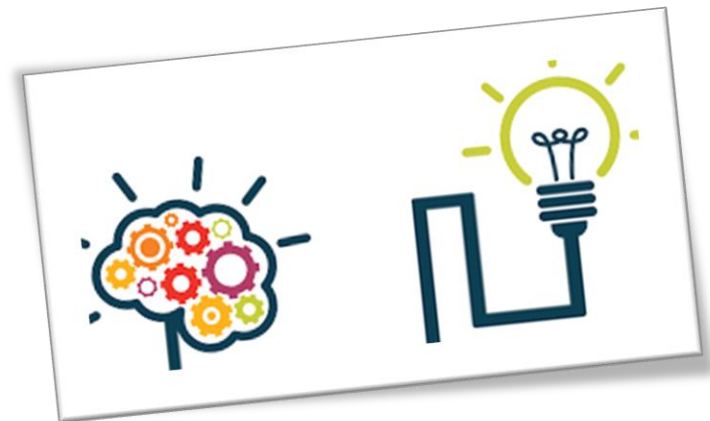
## 6.1.Problem Solving (3/4)

Normally the first step in problem solving is to define the problem, not to ignore it and of course absolutely not to seek where or whom to place the blame.

What helps it to define the and underline the issues rather than the symptoms. You arrive in decision after considering multiple options.



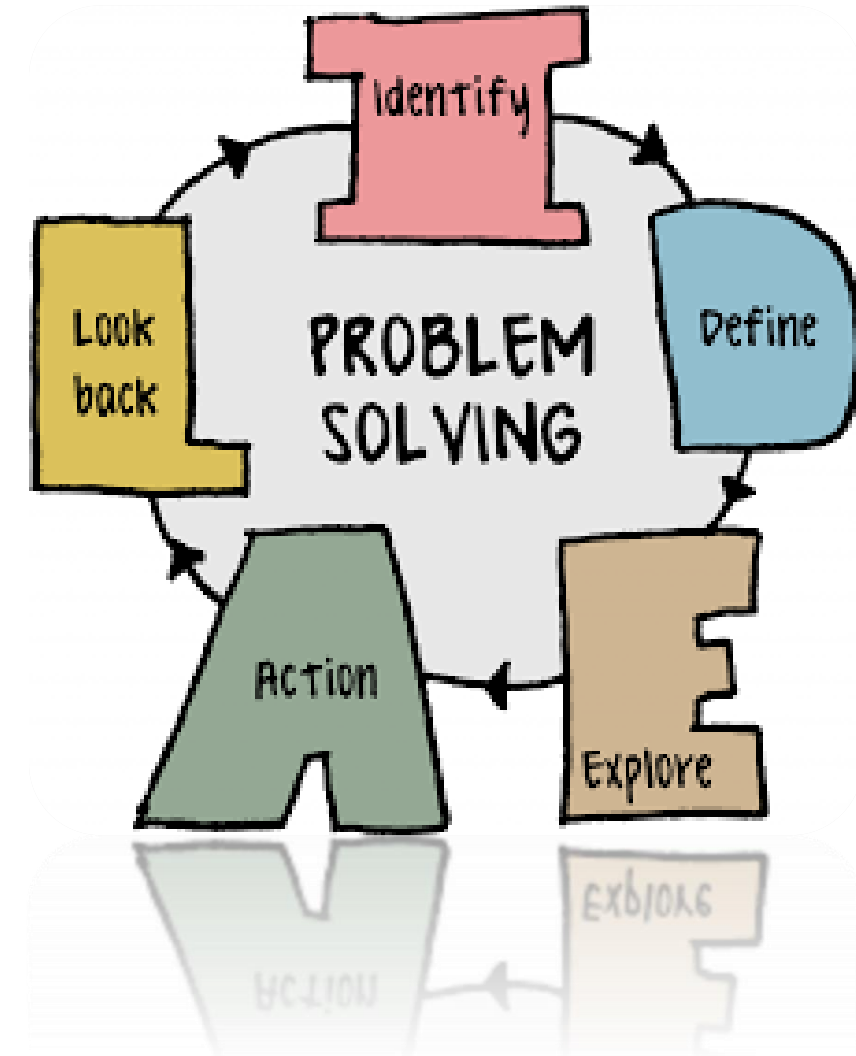
After that, you can generate alternative solutions in order to be prepare in similar cases and not only a single one.



## 6.1.Problem Solving (4/4)

Generating alternative solution helps to find the **best solution** suitable for each specific issue will occur.

It also may help to have a “**back-up plan**” in case the first plan doesn’t work well.





## So, why a migrants' trainer should have this skill? Here is an example between migrant and trainer in the culinary sector.



For example, a trainer might need to figure out why one of his/her migrant learners has bad attitude and how to improve learners behavior.

To do that, at the first place the trainer will have to observe the migrant learner and analyze his/her behavior in general. Are there any symptoms of “bad psychology” of the migrant learner? Are there any consequences in learner’s performance? If yes,...

...To solve the problem, the trainer would accost the learner and discuss with him, he will support him and motivate him in order to feel better. He will work closer with him in order to help him improve both the attitude and the performance in the class.

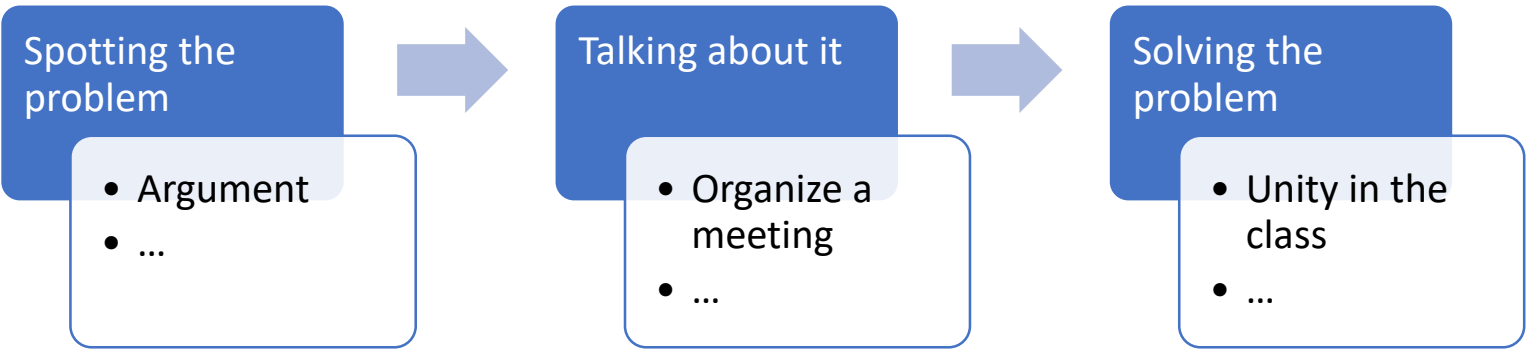
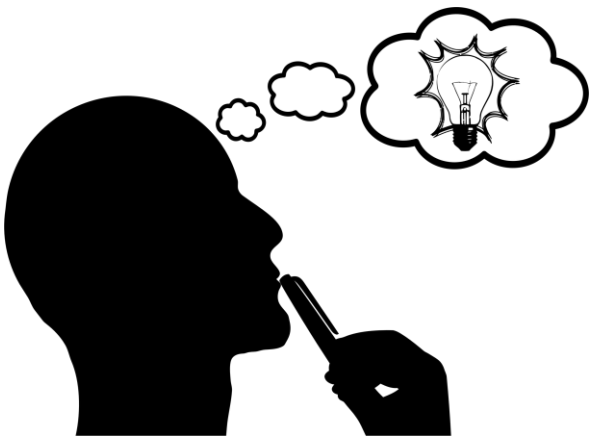


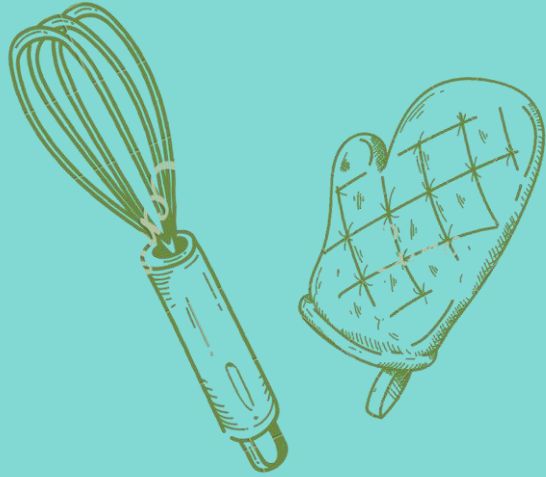


# Time for Self-Reflection



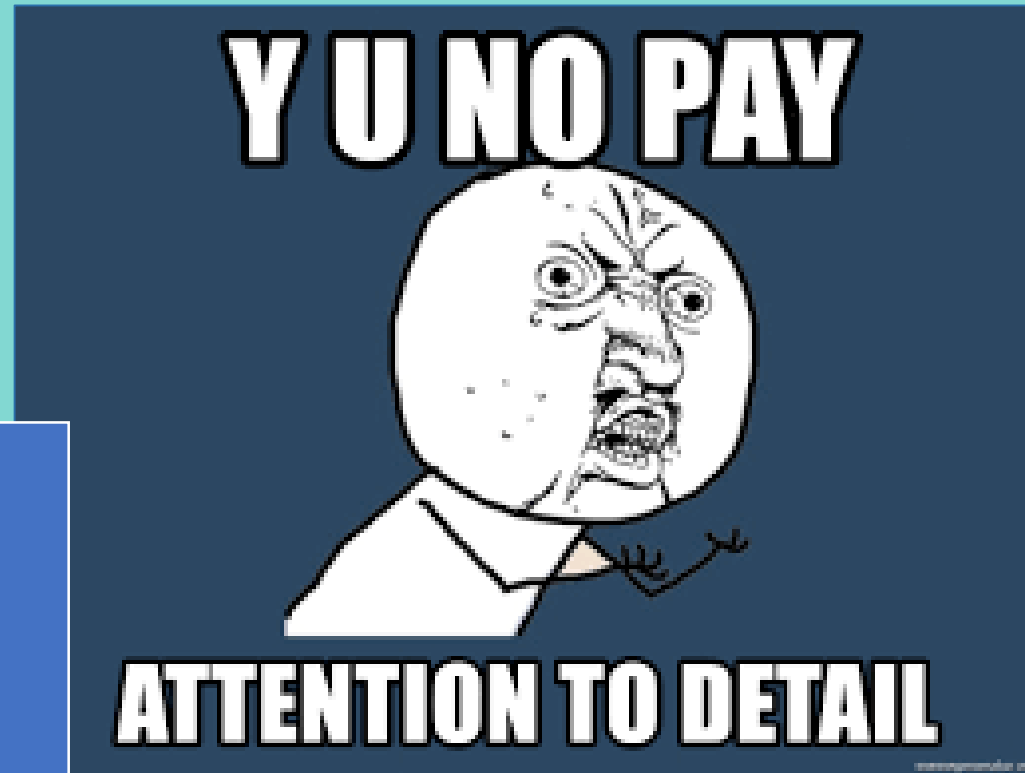
**Scenario:** In the case of challenging situations in the class, the migrants' tutor must be able to address the problem and defuse the tension between migrant learners. Migrant learners have learned to address their arguments through teaming up with their peers. However, the tutor must resolve the problem by implementing a strategy. The *Problem Solving Model* can help the tutor to do that. Use the following graph and reflect on your own personal experiences.





# Unit 7.

Attention to  
details



## 7.1.Attention to details (1/2)



Attention to details is ***a key feature of organizational competence***. Since small details mean everything within a Culinary Arts place (restaurant, kitchen, bar, other) making the most of this particular skill is really important to work on it.



## 7.1.Attention to details (2/2)



- ✓ The Culinary Arts migrants' trainer when teaching migrant learners should explain them that they should pay attention in details regarding *heat control, measuring, portion sizing, precision in ingredients, presentation of a plate and quality of food.*
- ✓ For instance, if a migrant learner is not detail-oriented, he will not see a thumbprint on a glass into a plate.





# Unit 8.

## Multitasking



## 8.1.Multitasking (1/3)



- Multitasking means juggling **different work activities** and shifting **attention from one task to another** and meet **simultaneous demands** without dropping the ball. Also, it gives the clients the reassurance that their needs will be acknowledged as soon as possible.
- Likewise, to “attention to details”, multitasking is also a part of **organizational skills**, very essential skill for the Food Industry.





# How to Multitask Successfully

## 8.1.Multitasking (2/3)



Image by Theresa Chiechi. © The Balance 2019



## 8.1.Multitasking (3/3)



However, there is a **risk** of reducing the effectiveness and increasing the mistakes probability, if the trainer carries out too many tasks at the same time.



In order to multitask successfully, Culinary Arts trainers must be able to **prioritize** tasks and address the most critical first.



## Time for Self-Reflection



What the videos about multitasking [here](#) and [here](#).

Can you multitask by yourself?

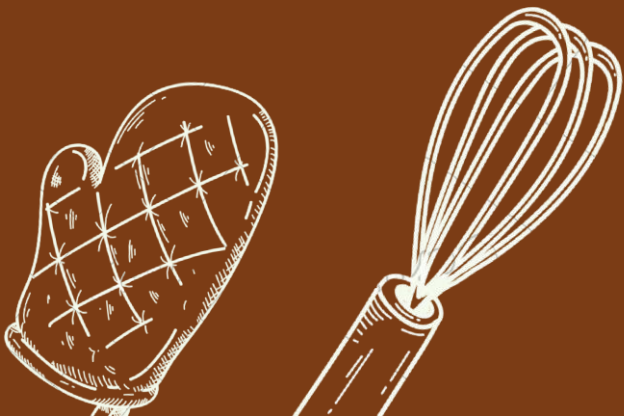
Then, take some time to consider when to do multitasking and when to avoid it.





# Synopsis

This presentation was about the most essential soft skills needed by migrants' trainers in the Culinary Arts sector including leadership, communication, teamwork, problem solving, attention to details and multitasking. All these soft skills are personal traits that can be reinforced and taught in order for success on teaching migrant learners in Cooking Cultures. A tutor should be aware of soft skills development as a core component in order to integrate them into his/her lesson.

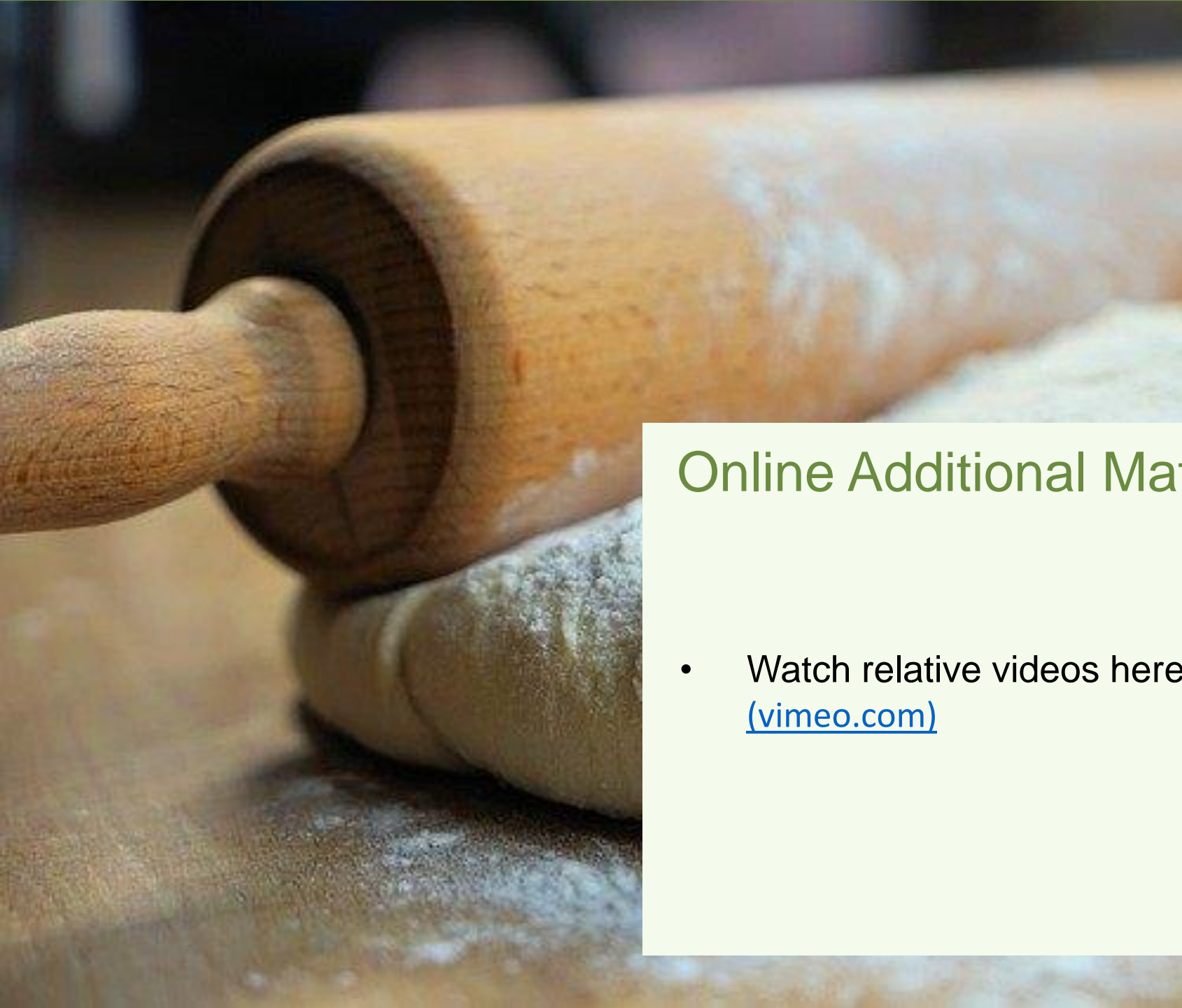




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- The balance careers, Retrieved from <https://www.thebalancecareers.com/>





## Online Additional Materials & Resources

- Watch relative videos here [CareerAcademy.com](https://www.CareerAcademy.com) ([vimeo.com](https://www.vimeo.com))





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